

Post Graduate Certificate Course in Health System and management

Module 4

Basics of Human Resource Management



2015

**Indian Association of Preventive and Social Medicine
Gujarat Chapter**

Post Graduate Certificate Course in Health System & Management (PGCHSM)

Team –2014

Advisors	Dr. Pradeepkumar Dr. P. B. Verma
Course Director	Dr. A. M. Kadri
Chief Course Coordinator	Dr. Umed V Patel
Joint Course Coordinator	Dr. Kaushik Lodhiya

Faculties

Dr. A. M. Kadri	Dr. Chandresh M. Pandya	Dr. Jitendra Gajjar
Dr. Jay K. Sheth	Dr. K. N. Patel	Dr. Pradeepkumar
Dr. Kaushik Lodhia	Dr. Niraj Pandit	Dr. Sureshchandra R. Patel
Dr. P. B. Verma	Dr. Prakash Patel	Dr. Uday Shankar Singh
Dr. Umed V. Patel		

Support and Guidance

Dr. D. V. Bala	Dr. Deepak Solanki	Dr. Dileep Mavlankar
Dr. Dipesh Parmar	Dr. Geeta Kedia	Dr. G. P. Kartha
Dr. Jayesh Kosambiya	Dr. K. N. Trivedi	Dr. M. P. Singh
Dr. Naresh Makwana	Dr. N. J. Talsania	Dr. R. K. Baxi
Dr. R. K. Bansal	Dr. S. L. Kantharia	Dr. Sheetal Vyas
Dr. Sudha Yadav	Dr. Vihang Mazumdar	Dr. Vasudev Rawal

Preface

Understanding of Health system and acquiring skills of health management are assuming importance in protecting and promoting people's health. Sound epidemiological knowledge and skills are ineffective if it is not complemented with robust Health System and Effective management. Hence it is the high time for every health manager to acquire the managerial understanding and skills.

As a professional body in Public Health; it is our responsibility to act as a catalyst in increasing the quality of health services. This course; Post Graduate Certificate In Health System and Management is an attempt to bridge the gap between technical and managerial worlds for Community Physicians and Public Health experts.

This course is covering key topics on health system, planning, managing human resources, materials and machines. Also health fineness and health economics, monitoring and evaluation, quality in health care are covered. The strength of the course lies in its faculties. Faculties are mixed of experts from the medical colleges and public's health cadres. Also it is envisage that students who are opting the course develop critical and creative thinking, reasoning power and analytical skills in Community Health with vision of applicability.

We have successfully completed two PGCHSM courses during the years 2013 and 2014.

I am sure this is a small step, but it will go a long way in creating culture for learning about health system and health management in the medical expert involved with public health. We are looking forward to your suggestions and support to further enhance the quality of this course.

Dr. K. N. Sonaliya

President – IAPSM-GC (2015-16)

Dr. A. M. Kadri

Secretary – IAPSM-GC (2015-18)

Dr. Kaushik Lodhiya

Course Coordinator (2015-16)

Acknowledgement

We extend our feelings of gratitude to seniors of Preventive & Social Medicines, Dr. Bharat Bhavsar, Dr. S. L. Kantharia, Dr. Sudha Yadav, Dr. Geeta Kedia, Dr. Girja Kartha, Dr. K .N. Trivedi, Dr. Vihang Mazumdar, Dr. R. K. Bansal, Dr. D.V. Bala, Dr. M. P. Singh, Dr. Niti Talsania, Dr. Deepak Sonaki, Dr. R.K. Baxi, Dr. Sheetal Vyas, Dr. Jayesh Kosambiya, Dr. Dipesh Parmar, Dr. Dileep Mavlankar, Dr. Naresh Makwana and Dr. Vasudev Rawal for their suggestions and guidance in the initiation of this course.

We are grateful to Dr. Pradeepkumar and Dr. P. B. Verma for their constant support and advice. We are also thankful to Dr. K.N.Patel, Dr. J.D. Gajjar and Dr. S.R. Patel from public health and Dr. Atul Trivedi, Dr. Udayshankar Singh, Dr. Niraj Pandit, Dr. Chandresh Pandya, Dr. Jay Sheth, Dr. Prakash Patel, Dr Urvish Joshi and Dr. Kapil Gandha from Community Medicine Department, Medical colleges for actively facilitating learning as faculties.

We deeply appreciate tireless efforts of Dr. Umed Patel and Dr. Kaushik Lodhiya for successfully steering the entire course and give a concrete shape.

**Academia
IAPSM-GC**

: About Module :

Basics of Human Resource Management

Module 4 in the series of PGCHSM 2015 provides a brief idea about the **Human Resources** involved in Health Care delivery. It touches various aspects pertaining to human being in relation to importance, development, conflicts, employee – employer relationships, management, etc.

Chapter 1 deals with various issues of human resources involved in health. It describes some of the key issues regarding our health manpower as well as various possible solutions. The next chapter deals with the development of human resource, strategies for increasing the competency of human resource as well as organization culture.

The next chapter describes organization as a system. The 7 S model of the organization along with effective functioning of an organization as a whole. This chapter is followed by a chapter on Team Building. It begins with defining a team, the goals of a team & the importance of team work in achieving organisational goals. It also describes various characteristics of team as well as its members along with steps/stages involved in formation of a team.

Chapter 5 describes various motivating factors for employees to perform their duties. It describes human behavior influenced by various drives/motives along with some important theories of motivation. Finally it also describes the behavior of employers towards their employees using the Theory X & Y of management.

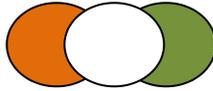
Chapter 6 deals with manager as a leader. It describes Leadership Process & Style, Attributes of a Leader, the Managerial Grid as well as Situational Approach to Leadership.

Chapter 7 describes the performance appraisal methods & various errors associated with it.

Chapter 8 deals with conflict management at work places. It describes various types of conflicts, most common causes of workplace conflicts along with various reactions/conflict handling styles. Lastly it describes the conflict resolution process.

Chapter 9 deals with office communication, co-ordination as well as control in health.

Team
PG Certificate Course in
Health System and
Management
Academia IAPSM-GC.
Gujarat



Module 4: Basics of Human Resource Management



Compiled & Prepared by
Dr. Kaushik Lodhiya
M.D.(PSM)

Indian Association of Preventive and Social Medicine
Gujarat Chapter
2015

Chapter	Content	Page no.
1	AN INTRODUCTION TO HUMAN RESOURCES IN HEALTH	1
	Current scenario	3
	The key issues in HRH	3
	Options for health manpower	4
2	HUMAN RESOURCES DEVELOPMENT	6
	Essentials of inducting HRD in health system	8
	Implementation of HRD	10
	Organisation culture	13
3	ORGANISATION	15
	Introduction, meaning and characteristics of organization	15
	Organization as System	16
	Seven S Framework	18
	Organization design	20
	Organizational effectiveness	22
4	TEAM BUILDING	24
	Team Dynamics	25
	Steps to Building an Effective Team	26
	Symptoms that Signal a Need for Team Building	28
	Stages of team formation	29
5	MOTIVATION	34
	Types of motivation	35
	Maslow's Hierarchy of Needs	36
	Aldelfer's ERG theory	38
	Hertzberg's hygiene (two factors) theory	39
	Mc Gragor's theory X and theory Y	40
	Human resource model	42
6	MANAGER AS A LEADER	43
	Leadership Process & Style	45
	Attributes of a Leader	47
	Leadership style based on predominant style adopted by Manager	48
	Managerial Grid	51
	Situational Approach (Situation Leaders):	53
7	PERFORMANCE APPRAISAL	55
	Rater Errors	56
	Methods of appraisal	61
8	CONFLICT MANAGEMENT	65
	Bell and Hart's Eight Common Causes of Workplace Conflict	66
	Conflict Styles	71
	Interest-Based Relational Approach	74
	A Conflict Resolution Process	75
9	COMMUNICATION, CO-ORDINATION AND CONTROL IN HEALTH	78
	Communicating and Counseling the Employees	78
	Co-ordination	82
	Control	83

Chapter 1:

AN INTRODUCTION TO HUMAN RESOURCES IN HEALTH

Learning Objectives: This chapter will help the students to

1. Understand the significance of human resource
2. Need for planning of human resource
3. Issues involved with human resource
4. Steps involved in planning of human resource

INTRODUCTION

From the top to the bottom, from the centre to the periphery and in-between, it is the men that make the machinery of administration work. Therefore, the first and foremost task is to pay attention to the administration of personnel, if we expect the effective performance of such organizations.

Among the three components required for development tasks-men, money and material (M3),-it is more the men (or the human element) than any other factor which determines the quantity and quality of the performance and output. After all, even the contribution of money and material to performance depends substantially upon their manipulation by the men in an organization.

Walter R. Sharp has aptly remarked: "Good administration is a composite of effective organization, adequate material facilities and qualified personnel-Even poorly devised machinery may be made to work if it is manned with well trained, intelligent, imaginative and devoted staff. On the other hand, the best planned organization may produce unsatisfactory results if it is operated by mediocre or disgruntled people."

There is a general tendency in the organizations to lay emphasis on materials and financial management to the utter neglect of the personnel. What are the consequences? It is observed that the process of development takes longer, sometimes even fails. Why? The main reason for this is that we are not attending to the administration of personnel earnestly and forget that they are real agents of development and ultimately the beneficiaries of the process of development. Persons, properly selected and given the job of their choice, produce excellent results otherwise they are a liability on the organization.

Health personnel administration implies proper planning for work, selection placement and training of employees so selected, and distribution and assignment of work among them. It includes the supervision, conduct and discipline, motivation, communication and welfare, grievance settlement, terms of employment, etc. It also deals with all other auxiliary functions starting from recruitment and ending with all retirement. Personnel

administration functions are comprehensive and cover the entire work career of the employees vis-a-vis the organization. This function is universal and is useful for all organizations whether government, industry, hospital or universities.

Manpower planning is the keystone in the arch of personnel management.

A developing economy needs high-level technical manpower as urgently as it needs capital. A crucial factor in improving the coverage and quality of health services is the availability of adequate number of health personnel with task-oriented training.

The outcome and impact of any health programme depends on the competencies and skill of the personnel who implement it. Both in the State and in the Central sector, over 75% of the funds provided are spent to meet the salary of the employees.

Personnel costs form a major portion of investment in health service delivery in voluntary and private sector. Unlike health service planning, health manpower planning in India has not received adequate attention. There has been very little attempt to assess the requirement in manpower and to match health manpower production with requirement while the production of physicians and specialists has been more than the estimated requirement. Dental and Para-professional manpower production has lagged behind the present projected needs. The curricula have not kept pace with the changing health care requirements of the population. Continuous updating of skills & knowledge has not been made an essential mandatory requisite for all practicing health care professionals.

What is the need for planning human resource?

- a) Each organisation needs personnel with necessary qualifications, skills, knowledge, experience and aptitude.
- b) Need for replacement of personnel (Old, retired, disabled).
- c) Meet manpower shortage due to turn over.
- d) Meet needs of expansion / downsizing.
- e) Cater to future personnel need (avoid surplus / deficiencies).
- f) Nature of present workforce in relation with changing environment.

Current scenario:

- a) The HR is not planned along with rapid developments in infrastructure.
- b) Many institutions (ANM / MPW training schools) have been dismantled in the last decade
- c) SIHFWs and RHFWTCS are poorly functional while district training centers have fallen into disuse
- d) There is very uneven growth of professional education
- e) Most of the positions of ANMs & MPWs are vacant

Health Manpower Planning

It is the Process by which health organisation ensure that

- It has right number and kind of people at the right place and at right time,
- Capable of effectively and efficiently completing these tasks
- That helps the organisation achieve its overall objectives.

The Four main categories of human resource in health are:

- Medical doctors and specialists including public health specialists and health administrators
- Nurses, ANMs and allied workers – includes MPWs
- Lab techs, pharmacists, and technical support staff
- Public health support staff.

The key issues in HRH

1. There are insufficient training institutions in most states.
2. 70% seats concentrated in six states – 30% of seats in rest.
3. There is in specialists an estimated 10% migration and a large and increasing private sector preference.
4. Available pool does not necessarily translate into public sector recruitment- more so if the expansion is in the private sector.
5. There is a reluctance to join if the posting is in remote areas.
6. The ratio of women doctors joining is even less than of men.

7. Transfers, postings, promotions, disciplinary actions, pensions:are they timely, transparent, fair and non discriminatory?
8. Issue of incentives...Do those who work more or in more difficult circumstances get rewarded more... or do they actually feel penalized and discriminated against!!
9. Inadequacy of compensation package.... Both financial and non financial..
10. Lack of a career path...
11. Availability of positive role models and team leadership, Accountability.. ...???

SITUATION

- A. Lack of policy directives.
- B. Multiple planners with no linkages.
- C. Health Manpower Shortage.
- D. Improper Distribution.
- E. Improper Job responsibilities.
- F. Lack of career advancement program.
- G. Public Private Partnership???
- H. Remuneration???
- I. Availability of Basic facilities in the difficult areas.
- J. Lack of proper guidance / supervision.

OPTIONS FOR HEALTH MANPOWER

- SANCTIONED POSTS.
- PROJECTISED APPROACH.
- CONTRACTUAL STAFF.
- MULTISKILLED PERSONNEL.
- COOPERATION / COLLABORATION / COORDINATION – INTER SECTORAL CONVERGENCE.

Manpower Planning: Steps

1. Linking health manpower plan with health policy & plan
2. Assessment of health manpower situation
3. Regularly updating & interpreting information (Forecast)
4. Develop professional standards & norms
5. Selection & recruitment of HRH
6. Training programs for HRH
7. Research studies on HRH

Chapter 2:

HUMAN RESOURCES DEVELOPMENT

Learning Objectives: This chapter will help the students to:

1. Understand the concept of Human Resource Development
2. Know the process of Human Resource Development
3. Understand organisation culture

Introduction:

Human resource development is essential to managing human resource as the definition of management focuses on best use of any resource. If we want to make best use of human resource available to us, we need to tap any untapped potential in them. To draw out potential, we need to have an eye to find them out, need to offer an environment in which such potential can grow, nurture such growth, recognize that and make optimum use. Development can be defined as an all round growth. When such growth applies to human resource available to an organization, it is human resource development. How is this possible?

Definition:

Human resource development is all round development of potential of human resource.

HRD is one of the important Human Resource Management (HRM) functions and it includes the areas of individual development, career development and organizational development. The remaining human resource areas like employee-employer relations, human resource planning, recruitment and selection, organization/ job i.e. individual development is taken care of by the training and development function, the second area of career development needs both training as well as some organizational interventions like career development-oriented policies and the third area of organizational development is purely an organizational intervention which tries to focus on ensuring healthy inter- and intra-unit development relationship and helping groups and organizations to initiate and manage change.

It is recognized everywhere that human resources in an organization are an essential prerequisite for growth or development, especially in health institutions, where personnel constitute the main resource. It has been rightly said in "A study of the Capacity of United Nations Development system" that the "Human rather than capital is the key to development." Development is not a mechanical process. It is a human enterprise and its success will depend ultimately on the skill, quality and motivation of the persons associated with it.

It is therefore, by increasing the efficiency, integrity and the intelligence of its personnel that an organization will give itself the real means for advancing towards efficiency. The constant improvement of the efficiency of an employee is as much the responsibility of the employee himself as it is of the organization. Improved efficiency resulting in increased productivity is of mutual advantage to both the organization and the staff.

Thus, developing the potential of health manpower requires a Human Resource Development all through the health systems. In this regard, within the district health system, the role of District Health Officer is quite crucial and important. In fact the staff working below him spends their major time in the organization or in the field within the community. The Health Department should make efforts to develop the system in the health system that focuses on HRD approach and ensures that staff working in the health system enjoys their work, feel proud and happy and are committed, competent and loyal to work as a team.

NATURE AND MEANING

HRD in brief is change of Potential Human Resources into Kinetic Human Resources that is Optimization of the potential capacity of employees. HRD is an effort to develop capabilities and competence among health personnel, as well as to create an organizational environment conducive to the employees' development. We can thus say that HRD implies a total revolution involving human and organizational issues. Let us now discuss some of the definitions.

According to Ishwar Dayal, three things are important in HRD.

- “(a) Ways to better adjust the individual to his job and the environment.
- (b) The greatest involvement of the employee in various aspects of his work.
- (c) The greatest concern for enhancing the capabilities of the Individual.”

We may thus define HRD as a process of the development of employees through training, performance appraisal, potential development exercise, communication policies, job enrichment programmes, etc., and building of an organizational climate, which may encourage openness, risk taking, role clarity, awareness of employee's responsibility, increased communication, improvement of personnel policies, management styles, etc. so that employees may be effective in translating their potential energy into kinetic energy and the organization may be benefited in terms of better image , higher productivity, better utilization of resources, etc. HRD in a way involves total management and for HRD to be effective, we have to introduce changes in management at all levels.

Current status of HRD in Health System in India - HRD has not caught the imagination of policy-makers and planners of Health System. Health Systems are suffering in different states, mostly in account of personal problems. Medical personnel have lost their faith

in Health care; rather they are busy in exploiting the people through many malpractices. It is high time that we introduce HRD to inject professional growth, dynamism, dedication, commitment and loyalty among health personnel, who are all considered semi-Gods by ailing humanity. This would be able to promote prestige and reputation of health and medical profession.

ESSENTIALS OF INDUCTING HRD IN HEALTH SYSTEM

(a) An urge and desire on the part of the state health department and district health officers to find better methods of personnel development.

(b) Requisite skill, attitudes and ability in the persons engaged in HRD.

(c) Proper rapport between the HRD team/Deptt. And the key personnel in the health organizations at all levels.

(d) Removal of hurdles and irritants from the organization affecting efficiency of the employees.

(e) Involvement of the personnel of the organization to get a lot of unwritten information for understanding the dynamics of the organization for developing an HRD programme.

(f) The need for suggesting the introducing of only such indigenous methods, which can be implemented by the HRD section without much cost and resistance. Beside, the need for technical consideration may also be kept in mind.

(g) Use EDP to keep continuous track of every employee and use performance appraisal, training, etc. To ensure/change in the desired direction.

(h) Members of HRD team should possess pleasant personality, common sense, imagination, enthusiasm, objectivity and the sense of humour required to induce change towards HRD, as it has been rightly said that it is easier to change the mountains than to change the mountains that to change the minds of the people.

(i) The HRD section must be ready to face resistance to their ideas and dispel these with facts, patience and consideration. The aim should be to develop acceptance through co operation.

(j) The HRD section must make all the employees in the organization understand the implications new methods through seminars, lectures, role playing or any other method to thwart the potential fears amongst the employees of the proposed changes.

(k) HRD to be successful, needs revolution in the total concept of management and not merely sporadic and piece-meal attempts.

(l) The HRD team/section must possess technical competence in HRD, missionary, Zeal, the capacity to motivation and communicate and manage, the capacity to inspire confidence in employees, and finally patience and dignity.

The above mentioned essentials, when understood and implemented, would help employees to contribute professionally and enthusiastically to the performance of their respective tasks in terms of the objectives, policies and targets of the organization, as well as to promote a spirit of team work among them. In this way HRD would develop both in theory and practice and this in run would lead to efficiency and economy in management.

OBJECTIVES OF HRD IN HEALTH SYSTEM

- (a) Revision of the basic concepts, underlying the present personnel policy.
- (b) Modernization of clinical and administrative practices.
- (c) Introduction of a career development system.
- (d) Reform of recruitment methods.
- (e) Help the personnel to overcome their weakness and further improve their strengths and thus enable them to improve their performance and that of the health department.
- (f) Generate adequate feedback and guidance from the reporting officers or supervisors to the employee.
- (g) Contribute to the growth and development of the employee through helping him in realistic goal setting.
- (h) Provide input to: (i) a system of rewards comprising salary increments, appreciation, additional responsibilities, promotions, etc., and (ii) better salary conditions.
- (i) Help in creating a desirable culture and traditions in the health institution.
- (j) Help in identifying employees for the purpose of motivating, training and developing them.
- (k) Generation of significant, relevant, free and valid information about employees.

IMPLEMENTATION OF HRD

Having discussed the definition and significance, let us also discuss the implementation of HRD. It involves all the aspects of management but we will concentrate only on the important ones.

1. Commitment

HRD can come into practice only when personnel in an organization, both at the top and lower levels, have understood the implications of HRD and desire its introduction for better performance. Such understanding would result in commitment. No organization can develop until and unless the personnel working in the organization are committed to achieve its ideal.

The future of the public services is in the hands of its members, who must strive for creativity, academic excellence, and the pursuit of excellence of service in their professional activities.

Faith in the top administrators about their work would generate sufficient energy to get the cooperation of the entire staff in an organization, as faith is contagious. Staff members would try to make use of the management techniques to promote efficiency in such congenial environment. In this way, we would be able to create a climate of creativity and optimum performance. Such a situation would generate a chain effect.

2. Specific Action Plan and Strategy

There is a need to develop a time bound plan to implement the proposed changes within the time frame. We may use here techniques like PERT/CPM. There is a need to design the strategy in terms of goals and objectives.

3. Building Morale and Motivation among the Members of an Organization

The most important task on organization must be to give abundant and constant evidence of its belief that personnel in an organization are the key to development. This requires proper motivation of the employees. Motivation is of utmost importance as it constitutes the base for management functions of planning and organization. The personnel must devote considerable time and effort in planning for and achieving high levels of motivation and morale.

4. Counseling and Monitoring

The main purpose of counseling and monitoring is to help the employees scientifically to realize their potential –their strengths and weakness. It also helps an employee in sharing and discussing his tensions, conflicts, concerns and problems. The management may devote time to educating the employees and this should continue permanently through the process of –

1. Training
2. Administrative Reforms
3. Interpersonal Relations
4. Recruitment
5. Performance Appraisal
6. Career Development and
7. Manpower Planning.

Besides, HRD must develop team-work which would raise the morale and efficiency of the personnel.

Instruments and mechanisms for HRD:

1. **Supervision:** To undertake any activity, we need to have an understanding of such activity. We need to have an eye of a jeweler, who can judge the real price of a jewel even when it is raw. Unless you closely observe, it is impossible to find out anything. If we observe, we find hidden capacity. If we find capacity, we develop. On the other hand, if we find deficiency, again we can patch it up so that we make optimum use. If the person does not have potential to grow, supervision will help him maintain his position and will prevent deterioration.

2. **Environment:** If there is conducive atmosphere, person will like to work and will be motivated to work. Such an environment will give the person a free hand to express and show his creativity. Instead, a close and distrust environment will lead to status quo and is certainly having deleterious effect on growth. Atmosphere of free hand, open communication, mutual trust etc. yield good results.

3. **Feedback:** You might have noticed a child doing some childish work and showing to elderly people in an expectation of admiration. This is expectation of feedback and that too creative feedback. Nobody likes a nasty feedback in form of rough criticism. So if you want people to hang around you and benefit, give creative feedback. By no means, I want to say that you must say good work for any trivia. But always start with good points, so that person is ready to listen to you. If the result was not good, you may say your efforts were appreciable or there was a very good idea. Make sure, you only appreciate appreciable things, then only your feedback will carry importance of genuineness and honesty. Then you may suggest that things would have been better if they were done in a different way. Creative feedback can bring miracles and criticism can snub anything.

4. **Reward:** Any function which is rewarded will get strengthened. We need to reward those activities which need to be strengthened. We need to take care to reward only those behaviors which need to be strengthened and not any other or that behavior will be strengthened. Reward also should immediately follow desirable behavior or one may link it with some other behavior.

5. **Performance appraisal:** Objective performance appraisal in its true sense develops people. Because performance appraisal needs expectations be clearly stated and explained beforehand, objectively appraising and then discussing with employee about what were good performances and what needs to be improved. This helps people improve upon. This is opening new horizons of development.

6. Management by objectives: Although scope of this article does not provide for details of management by objectives. MBO offers for collective setting of objectives, collective development of plan and collective ownership of results. This offers space for employee to set his own objectives, plan for achievement and strive for it. This opens up his vision, expands his capacities etc. and leads to development.

7. Training: This is an important instrument for human resource development. One can be trained for some activity.

Training may be defined as “a process of developing a relatively permanent change in behavior.” Training may be used to impart necessary knowledge, skill or attitude.

So first step is to decide what training is required, and how to achieve desired result of the training. Unless we get desired results, entire exercise and expenditure would turn futile.

Second step would be to plan for training. This could be on the job or off the job. Imparting training while the person is working in the position for which he has been inducted. Apprenticeship is such training. Some activities might be taught during supervision. Person constantly learns while working. This is called experience. From experience a person sharpens his skills. Sometimes we feel that proper training is not possible on the work place, the person might go to some other place in same organization or attends some formal training course at some other institute. This is called off the job training, as the person is absent from work station he is supposed to work. Sometimes we decide the person to take up a new job. New job may mean some new activity added in his job chart or he is considered to take up a new post like he is getting promoted. Before giving promotion, some companies have a policy that the person works as an assistant to- position where he is supposed to be promoted. So that he gets necessary experience and confidence of working on that post.

ORGANISATION CULTURE

Organization culture is the **psychological structure** of organizations and their sub-units. Organization culture influences the behaviour of employees towards clients, competitors, colleagues, supervisors, subordinates and strangers. The various elements of organization culture are:

- i. *Individual autonomy*-refers to individuals' freedom to exercise his responsibility (degree to which employees are free to manage themselves; to have decision making power and not to be continually accountable to higher management).
- ii. *Position structure*- refers to the extent of direct supervision, formalization and centralization in an organization (how objectives and methods of accomplishing these are established and communicated to the individuals by supervisors).
- iii. *Reward orientation*-refers to the degree to which an organisation rewards individuals for hard work or achievement.
- iv. *Consideration, warmth and support*- refer to extent of stimulation and support received by an individual from other organisation members.
- v. *Conflict*- extent of conflict present between individuals and the willingness to be honest and open about interpersonal differences.
- vi. *Progressiveness and development*- refers to extent to which the organisation conditions foster the development of employees, allows growth and allows application of new ideas and methods.
- vii. *Risk taking*- degree to which the individual feels free to try out new takes risk without fear of reprisal, ridicule or punishment.
- viii. *Control*- refers to the degree to which control over the organizational members is formalized.

DETERMINANTS OF ORGANIZATION CULTURE

i. Economic conditions-In times of good economic conditions, when budget controls are "loose", the organizations tend to be more adventuresome. The economic conditions of an organization influence "risk-taking", "control", "progressiveness and development" etc.

ii. Leadership style- The leadership style has so strong influence that it may appear that organization culture is a product of the philosophy and practices of the prominent persons in an organization. Studies reveal that –

a) With authoritarian leadership style the organization culture tends to be higher position structure, low individual autonomy, low reward orientation, high control, low warmth and support.

b) With democratic leadership style with affiliation motivation the organization culture is of high reward orientation, high warmth and support, low conflict.

c) With goal directed leadership with achievement motivation the organisation culture is of high individual autonomy, low position structure, high reward orientation, high warmth and support, high progressiveness and development, high risk taking.

iii. Organizational Policies-If company policy is that the first beneficiaries of increased profits would be employees, the culture would be high reward orientation and high progressiveness and development.

iv. Managerial Values- The values held by the executives have a strong influence on organization culture. These habitual character and values of the managers are called managerial ethos. These values may be –

a) Autonomy – belief of managers that people prefer to feel free and to do things as they like within the constraints imposed by their group.

b) Equity – refers to justice in rewarding performance.

c) Security – both economic and emotional.

d) Opportunity – providing career advancement opportunities.

e) Work value – worth a person ascribes to the work.

f) Opportunity of work – work may be viewed as an opportunity to accept challenges, serve others, earn money, enjoy prestige and status, be creative or be independent etc.

g) Action goal-orientation – manager may think his goal in activity terms (what he would like to do) rather than status term (what he would like to be). This is action goal orientation.

h) Pro-action – proactive people do things on their own without having to be told by anyone. Such behaviour leads to high level of activity and experimentation. They are inner-directed.

i) Internal resources – managers with high sense of adequacy are aware of their internal strengths and are guided by these strengths. They are open to feedback and ready to learn from experience.

j) Problem-solving attitude – Managers may view themselves as problem solvers rather than problem-evaders. They approach problem situations with optimism because they have internal locus of control i.e. a strong belief that they can change the environment through their own efforts.

v. Characteristics of Members- Personal characteristics of members also affect the culture. An organization with young, educated, ambitious employees would have a different culture than with less educated, older and less upwardly mobile employees.

vi. Organizational Size-A smaller organization is much easier to foster a climate of creativity and innovation or to establish a participatory form of management where as a larger organization is more likely to have authoritative management. Both of these affect organization culture.

Chapter 3: ORGANISATION

Learning Objectives: the students are expected to

1. Understand the concept of organisation
2. Characteristics & components of an organisation
3. Design of an organisation

INTRODUCTION

Organization is a principle of life. We seek the help of organizations to meet our day to day requirements such as to feeding, clothing; educating, entertaining, protecting etc. Organizations are as old as human race. Modern society, however, has more organizations which are fulfilling a larger category of societal and personal needs.

MEANING AND CHARACTERISTICS OF ORGANIZATION

The term organization is derived from the Greek word organon i.e., tool or instrument. It is often been understood as the embodiment of persistent efforts to coordinate, influence and control human behaviour in order to reach some desired result. According to Chester I. Bernard, an organization is “a system of consciously co-coordinated activities or forces of two or more persons”. Max Weber in his ideal type defined the following features and dimensions as basic for all organizations:

1. The organization has transparent and definite boundaries:

2. The organization has a central coordination system: there is one locus of final authority that makes collective decisions. Leaders at the centre manage the concentrated efforts of the organization, making it a unitary, hierarchical actor.

3. The organization is differentiated internally: Internal organizational roles are sharply differentiated and codified in rationally established formal rules. Decisions are implemented by a disciplined, specialized, continuously and rationally operating staff.

4. The organization is legitimate: The organizational order, including the distribution of authority, power and responsibilities, is legitimate. That is, discipline is based on a belief that actors holding certain positions have the authority to impose orders and others have duty to obey.

5. The organization's Characteristics Establish what is achieved: there is a high degree of steadiness between organizational goals, structures, processes, behaviour and outcomes. The quality of achievements depends directly on organizational structures and processes.

6. The organization is flexible: Organizations are rationally designed tools, and are deliberately structured and restructured in order to improve their problem-solving capacity and their ability to realize predetermined goals.

ORGANIZATION AS SYSTEM

Meaning of System

A system is a set of integrated and mutually dependent parts arranged in a manner that produces a union (unified whole). It has been defined as “an arrangement of interrelated parts. The words *arrangement* and *interrelated* describes the interdependent elements forming an entity that is the system. Thus, when taking a systems approach, one begins by identifying the individual parts and then seeks to understand the nature of their collective interaction”

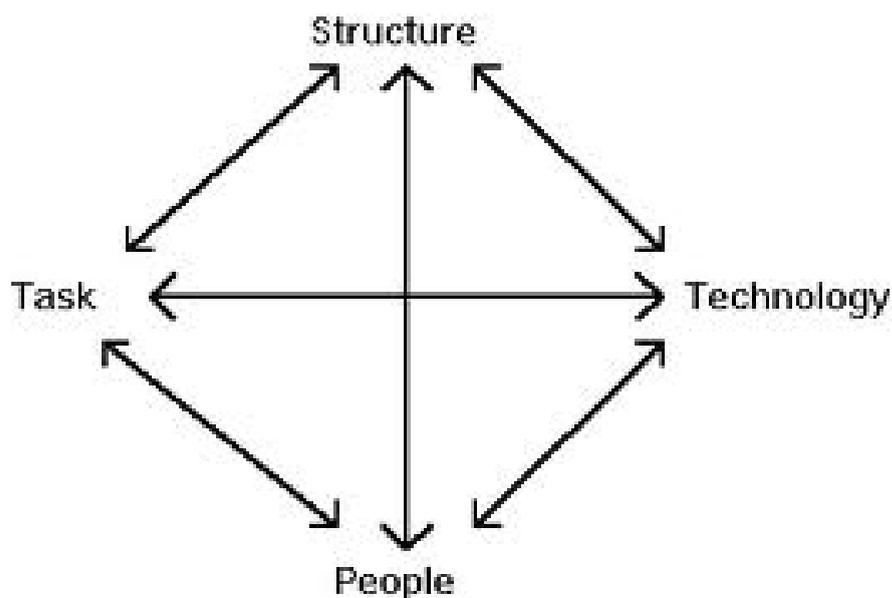
A system is desired to have certain qualities like:

- A system must be to accomplish an objective/a set of objectives.
- A system composed of interrelated parts called subsystems. Interrelationships must be synergistic in nature.
- The basic ingredients (Human resource, patients, material) of a process are more vital than the basic elements of a system.
- Organization objectives are more important than the objectives of its subsystems.

Organization as System

Components of Organization System: Organizations are systems of some interacting components. Levitt (1965) sets out a basic framework for understanding organizations. This framework emphasizes four major internal components such as: task, people, technology, and structure.

Diagram:



The task of the organization is its mission, purpose or goal for existence. The people are the human resources of the organization. The technology is the wide range of tools, Knowledge and/or techniques used to transform the inputs in to output. The structure is how is designed at the micro levels, as well as how departments divisions and the overall organization are designed at the macro level.

Differentiation and Integration: Like any other systems, organization system is characterized by two diverse force differentiation and integration. In a system specialized functions are differentiated.

Organizations have divisions, departments separated out to perform specialized activities. At the same time in order to maintain unity among the differentiated parts every system has a reciprocal process of integration. In organizations, this integration is typically achieved through methods such as coordinated levels of hierarchy; supervision; and rules procedures and policies

The Organization as an Open system

There are two basic types of system: open and closed. A closed system is one that is self-contained and isolated from its environment. An open system is one which constantly interacts with the environment. In the strictest sense, every worldly system is partly closed and partly open. Closed systems exist only in theory for all real system interacts with their environment.

The characteristics of an open system are:

Subsystems: A system is composed of interrelated parts called subsystems.

Synergy: Synergy means that the whole is greater than the sum of its parts.

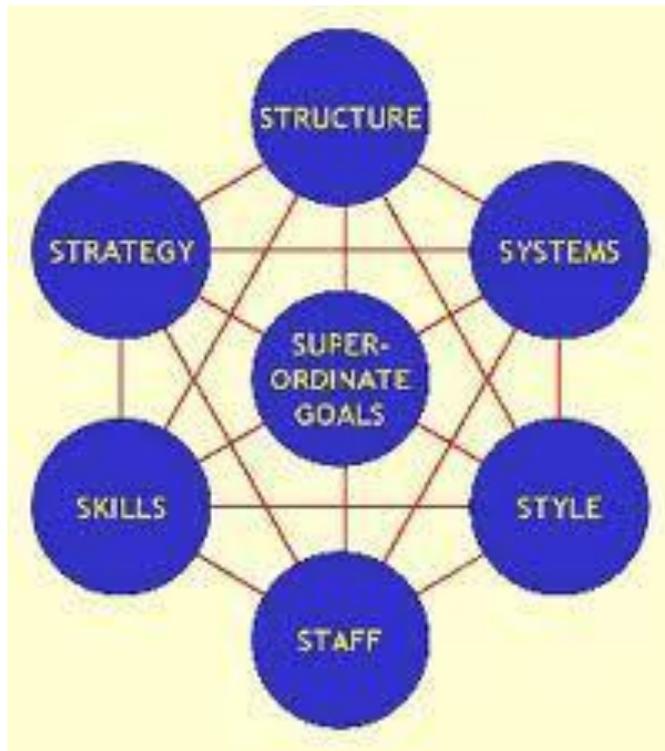
The Input-Output Model: All open system transform inputs into output.

Goal seeking-open system: Interaction between elements results in some final state or goal.

Entropy: Every transformation process involves the degradation or use of energy and resources. To keep a system operating there must be an infusion of energy and resources.

Steady State: The notion that systems are goal seeking implies that they are adaptive and self-regulating.

Feedback: The feedback of information regarding performance is used to adjust and control performance.



Seven S Framework was first appeared in “The Art of Japanese Management” by Richard Pascale and Anthony Athos in 1981. The global management consultancy McKinsey has taken up it as a basic tool, therefore at times it is known as the McKinsey 7S Model. There is no particular order to the 7Ss.

1. **Strategy:** A set actions that the organization starts with and which it must maintain. It also means the integrated vision and direction of the institute, as well as the manner in which it derives, articulates, communicates and implements that vision and direction.
2. **Structure:** How people and tasks/work are organized, the policies and procedures which govern the way in which the organization acts within itself and within its environment.
3. **Systems:** All the processes and information and flows that link the organization together, the decision making systems within the organization that can range from management intuition, to structured computer systems to complex expert systems and artificial intelligence.
4. **Style:** How manager behave, leadership style and common way of thinking and behaving- unwritten norms of behaviour and thought, organizational culture etc.

5. **Staff:** How the company develops managers (current and future), selection, training, reward and recognition, retention, motivation and assignment to employees etc.
6. **Super Ordinate Goals:** Longer term vision, and all that values stuff, that shapes the destiny of the organization. Shared values means that the employees share the same guiding value.
7. **Skills:** Dominant attributes or capabilities that exist in the organization. Training and Development- ensuring people know how to do their jobs and stay up to date with the latest techniques.

These seven are often subdivided into the first three (strategy, structure and systems), considered as the “hardware” of success whilst the last four (style, staff, skills and shared values) are seen as the “software”.

Companies, in which these soft elements are present, are usually more successful at the implementation of strategy. All seven are interrelated, so a change in one has a ripple effect on all the others.

Strategy:

Planned versus Opportunistic

Organization needs both planned and opportunistic tendencies, but the key to success lies in the in a dynamic blend before therefore. Opportunistic responses often form the content of a new direction. Strategy formulation is the search for a new business paradigm.

Structure:

Elitist versus Pluralist

Pascale uses the term “elites” to describe those specialized organizational units with closeness to power and/or superior capability. These functions signify a particular organization’s typical capability. It is, however, important that more than one such elite function exist. They need to be complementary so be complementary so as to make sure that they serve as a check on another.

Pascale uses the term “pluralist” to explain these essential forces that play a important role in decision making. The tension that is created amongst these forces stimulates and lead to self-improvement and competitiveness.

Systems:

Mandatory versus Discretionary

Systems do not only refer to hard copy reports and procedures but also to informal mechanisms such as meetings and conflict management routines. It is important that systems emphasise key themes, but at the same time it should permit discretion and exception.

Style:***Managerial versus Transformational***

Pascale defines “managerial” as an administrative orientation whose aim is to get the maximum out of the existing organization whilst a transformational orientation aims at quantum leaps in performance. The focus is on creating a new order of the things.

Staff:***Collegiality versus Individuality***

Collegiality refers to the supportive relationship and teamwork and in organizations where this is present, one will find communal tendencies in the form of consists social rules and common identities. Such a well- constructed network can make employees feel independent but yet still part of the coherent whole.

Shared Values:***Hard Minds versus Soft Hearts***

“Hard Minds” refers to the financial performance of an organization.

When short-term profits are over-emphasised, a company’s long-term competitive position can be sacrificed. Hard-Minded values are tried to goals that are unambiguous and quantifiable.

Soft hearted values are tried to higher-order ideals that affect employees (treating them with dignity), customers (treating them with fairness) and society (making a social contribution). Soft hearts act as a counterweight to tangible financial goals.

Skills:***Maximize versus “Meta-Mise”***

Pascale uses the terms “maximize” and “meta-mise” to describe a company’s decision to decide whether it should be getting better at what it is already good at or whether it should be looking toward higher order capabilities that are beyond the old.

Meaning of organization design

The term ‘organizational design’ refers to how various parts of the organization and the district elements are brought together to make it. It considers both, how these elements match together and ways in which they may be analyzed and improves.

The design aspects broadly include how the organization is structured, the types and numbers of jobs, and the processes and procedures used to:

- Make decision;
- Produce results;
- Manage quality;
- Communicate information;
- Plan, develop and manage resources;
- Innovate and handle crisis (Cushway and Lodge, 2002).

Purpose of the Organization Design

- To support the organization's strategy, goals and objectives;
- To arrange resources in the most efficient and effective way;
- To provide effective division of tasks and accountabilities among individuals and groups;
- To ensure effective co-ordination of the organization's activities and clarify the decision-making process;
- To enhance lines of communication up, down and across the organization;
- To permit for the effective monitoring and review of the organization's activities;
- To develop with mechanisms for coping with change the internal and external environments;
- To aid the handling of crises and problems;
- To help to motivate, manage and give job satisfaction to individual members of the organization; and
- To provide for management succession

Principles of good Organizational Design

The various parts of the structure should be divided into specialist areas. These specialist areas need to be interlinked. The number of levels in the structure should be as few as possible. Clearly defined reporting positions and authority. Every post in the structure should have a clear role and add value to the way the organization functions.

Basically, there are two theories of organization design: universalistic & contingency theories. The universalistic theory assumes that there is "one best way" to organize. It means the maximum organizational performance comes from the maximum level of a structural variable, e.g various specialization/specialist.

Contingency theory differs from all such universalistic theories in that it sees maximum performance as resulting from adopting (not the maximum) the appropriate level of the structural variable that fits the contingency. Therefore, the optimal structural level is seldom the maximum, and which level is optimal is dependent upon the level of the contingency variable.

KEY FACTORS AFFECTING ORGANIZATION DESIGN

Primary factors that often affect organization design are: size, environment, strategy, and technology.

Factors in organization Design Decisions

I. Size and Organization Design

Size is a main contingency factor affects several aspects of structure.

Size as a key structural variable is subject to two schools of thought. The first approach, often called the "*bigger is better*" model. In effect, bigger is said to be more efficient. The second approach i.e. "*small is beautiful*". Large and impersonal organizations are said to trigger apathy and alienation, with resulting problems such as turnover and absenteeism.

Recent research hints that when designing their organizations, managers should stick to a middle ground between “bigger is better” and “small is beautiful” because both models have been oversold.

II. Environment and Organizational Design

The environment of an organization may be defined as general or specific. The general environment is the set of cultural, economic, legal-political, and societal conditions within the areas in which the organization operates. The specific environment constitutes its employers, suppliers, contracting agencies, and private sector (competitors) with which an organization must interact to grow and survive.

III. Strategy and Organization Design

Organizational strategy refers to the way the organization positions itself in its setting in relation to its stakeholders, looking to organization’s resources, capabilities, and mission. Basically two types of strategies are popular at present: *Generic and Competence-based strategies*.

IV. Technology and Organization Design

Two important technological contingencies that influence the type of organizational structure are the *variety* and *analyzability* of work activities. *Variety* refers to the number of exceptions to standard procedure but can occur in the team or work unit. *Analyzability* refers to the extent that the transformation of input resources to outputs can be reduced to a series of standardized steps.

Organizational effectiveness:

The actual effectiveness of a specific organization is determined by the degree to which it realizes its goals.

Organizational effectiveness can have a board meaning that includes efficiency, profitability, employee satisfaction, innovation rate, or patient well-being. Organization effectiveness can be defined as the ability of the organization to attain the goals set by itself, or by its ability to function well as a system, or by its ability to satisfy its stakeholders& clients.

Fortune magazine applies the following eight effectiveness criteria:

1. Quality of management.
2. Quality of products/services.
3. Innovativeness.
4. Long-term value.
5. Financial soundness.
6. Ability to attract, develops, and keeps talented people.
7. Responsibility to the community and the environment.
8. Wise use of corporate assets.

Goal accomplishment: Goal accomplishment is the most widely used effectiveness criterion for organizations.

Resource acquisition: This second related to inputs rather than outputs. An organization is deemed effective in this regard if it acquires necessary factors of production such as raw materials, labour, capital, and managerial and technical expertise.

Internal Processes: Some refer to this third effectiveness criterion as the “healthy systems” approach. An organization is said to be a healthy system if information flows smoothly and if employee loyalty, commitment, job satisfaction, and trust prevails. Healthy systems, from a behavioural standpoint, tend to have a minimum of dysfunctional conflict and destructive political maneuvering.

Strategic Constituencies Satisfaction: Organizations both depend on people and affect the lives of people. Satisfaction of key interested parties to be an important criterion of organizational effectiveness. A strategic constituency is “any group of individuals who have some stake in the organization-for example, resource providers, users of the organization’s products or services, procedures of the organization’s output, groups whose cooperation is essential for the organization’s survival, or those whose lives are significantly affected by the organization” (Cameron. 1980).

Chapter 4: Team Building

Learning Objectives:

1. To understand what constitutes a team & what is team building
2. To understand the need for team building
3. To understand the various phases of team building

Team building is a philosophy of [job design](#) in which employees are viewed as members of interdependent teams instead of as individual workers. Team building refers to a wide range of activities, presented to businesses, schools, sports teams, religious or nonprofit organizations designed for improving team [performance](#). Team building is pursued via a variety of practices, and can range from simple [bonding](#) exercises to complex simulations and multi-day team building retreats designed to develop a team (including group assessment and [group-dynamic games](#)), usually falling somewhere in between. It generally sits within the theory and practice of [organizational development](#), but can also be applied to [sports teams](#), school groups, and other contexts. Team building is not to be confused with "team recreation" that consists of activities for teams that are strictly recreational. Team building can also be seen in day-to-day operations of an organization and team dynamic can be improved through successful [leadership](#). Team building is said to have benefits of self-development, positive communication, leadership skills and the ability to work closely together as a team to solve problems.

Work environments tend to focus on individuals and personal goals, with reward & recognition singling out the achievements of individual employees. Team building can also refer to the process of selecting or creating a new team.

With good team-building skills, you can unite employees around a common goal and generate greater productivity. Without them, you limit yourself and the staff to the effort each individual can make alone.

Team building is an ongoing process that helps a work group to evolve into a cohesive unit. The team members not only share expectations for accomplishing group tasks, but trust and support one another and respect one another's individual differences. Your role as a team builder is to lead your team toward cohesiveness and productivity. A team takes on a life of its own and you have to regularly nurture and maintain it, just as you do for individual employees.

Team Dynamics

When assembling a team it is very important to consider the overall dynamics of the team. According to Frank LaFasto, when building a team, five dynamics are fundamental to team success:

1. **The team member:** Successful teams are made up of a collection of effective individuals. These are people who are experienced, have problem solving ability, are open to addressing the problem, and are action oriented.
2. **Team relationships:** For a team to be successful the members of the team must be able to give and receive feedback.
3. **Team problem solving:** An effective team depends on how focused and clear the goal of the team is. A relaxed, comfortable and accepting environment and finally, open and honest communication are required.
4. **Team leadership:** Effective team leadership depends on leadership competencies. A competent leader is: focused on the goal, ensures a collaborative climate, builds confidence of team members, sets priorities, demonstrates sufficient “know-how” and manages performance through feedback.
5. **Organizational environment:** The climate and culture of the organization must be conducive to team behavior. Competitiveness should be discouraged and uniformity should be encouraged - this will eliminate conflict and discord among team members.

Goals

The overall goals of team building are to increase the teams understanding of team dynamics and improve how the team works together. Unlike working as a group, working as a team incorporates group accountability rather than individual accountability and results in a collective work product. Team building encourages the team approach to working on a project. Advantages to this approach include:

- Increased flexibility in skills and abilities
- More productive than work groups with individual mindset
- More beneficial in times of organizational change
- Encourage both individual and team development and improvement
- Focuses on group goals to accomplish more beneficial tasks
- Improved range of team building objectives such as collaboration, communication and increased creative or flexible thinking.

Leadership Roles:

Successful team leaders frequently contain six of the same leadership abilities:

1. A team leader is usually goal-oriented to keep the team on track.
2. They must promote a safe environment where members can openly discuss issues.
3. A leader must build confidence amongst members by building and maintaining trust and offering the members responsibilities.
4. A leader should be technically competent in matters relating to team tasks and goals.
5. It is important for a team leader to set a manageable list of priorities for the team to keep members focused.
6. Finally, leaders should offer clear performance expectations by recognizing and rewarding excellent performance, and provide feedback to others.

Carl Larson and Frank LaFasto conducted a three year study of over 75 diverse teams. By interviewing key members of each team, Larson & LaFasto identified eight effective strategies a leader should employ to enhance team building:

1. Establish clear and inspiring team goals
2. Maintain a results-oriented team structure
3. Assemble competent team members
4. Strive for unified commitment
5. Provide a collaborative climate
6. Encourage standards of excellence
7. Furnish external support and recognition
8. Apply principled leadership

Steps to Building an Effective Team

The first rule of team building is an obvious one: to lead a team effectively, you must first establish your leadership with each team member. Remember that the most effective team leaders build their relationships of trust and loyalty, rather than fear or the power of their positions.

- **Consider each employee's ideas as valuable.** Remember that there is no such thing as a stupid idea.
- **Be aware of employees' unspoken feelings.** Set an example to team members by being open with employees and sensitive to their moods and feelings.
- **Act as a harmonizing influence.** Look for chances to mediate and resolve minor disputes; point continually toward the team's higher goals.

- **Be clear when communicating.** Be careful to clarify directives.
- **Encourage trust and cooperation among employees on your team.** Remember that the relationships team members establish among themselves are every bit as important as those you establish with them. As the team begins to take shape, pay close attention to the ways in which team members work together and take steps to improve communication, cooperation, trust, and respect in those relationships.
- **Encourage team members to share information.** Emphasize the importance of each team member's contribution and demonstrate how all of their jobs operate together to move the entire team closer to its goal.
- **Delegate problem-solving tasks to the team.** Let the team work on creative solutions together.
- **Facilitate communication.** Remember that communication is the single most important factor in successful teamwork. Facilitating communication does not mean holding meetings all the time. Instead it means setting an example by remaining open to suggestions and concerns, by asking questions and offering help, and by doing everything you can to avoid confusion in your own communication.
- **Establish team values and goals; evaluate team performance.** Be sure to talk with members about the progress they are making toward established goals so that employees get a sense both of their success and of the challenges that lie ahead. Address teamwork in performance standards. Discuss with your team:
 - What do we really care about in performing our job?
 - What does the word success mean to this team?
 - What actions can we take to live up to our stated values?
- **Make sure that you have a clear idea of what you need to accomplish;** that you know what your standards for success are going to be; that you have established clear time frames; and that team members understand their responsibilities.
- **Use consensus.** Set objectives, solve problems, and plan for action. While it takes much longer to establish consensus, this method ultimately provides better decisions and greater productivity because it secures every employee's commitment to all phases of the work.
- **Set ground rules for the team.** These are the norms that you and the team establish to ensure efficiency and success. They can be simple directives (Team members are to be punctual for meetings) or general guidelines (Every team member has the right to offer ideas and suggestions), but you should make sure that the team creates these ground rules by consensus and commits to them, both as a group and as individuals.

- **Establish a method for arriving at a consensus.** You may want to conduct open debate about the pros and cons of proposals, or establish research committees to investigate issues and deliver reports.
- **Encourage listening and brainstorming.** As supervisor, your first priority in creating consensus is to stimulate debate. Remember that employees are often afraid to disagree with one another and that this fear can lead your team to make mediocre decisions. When you encourage debate you inspire creativity and that's how you'll spur your team on to better results.
- **Establish the parameters of consensus-building sessions.** Be sensitive to the frustration that can mount when the team is not achieving consensus. At the outset of your meeting, establish time limits, and work with the team to achieve consensus within those parameters. Watch out for false consensus; if an agreement is struck too quickly, be careful to probe individual team members to discover their real feelings about the proposed solution.

Symptoms that Signal a Need for Team Building

- Decreased productivity
- Conflicts or hostility among staff members
- Confusion about assignments, missed signals, and unclear relationships
- Decisions misunderstood or not carried through properly
- Apathy and lack of involvement
- Lack of initiation, imagination, innovation; routine actions taken for solving complex problems
- Complaints of discrimination or favoritism
- Ineffective staff meetings, low participation, minimally effective decisions
- Negative reactions to the manager
- Complaints about quality of service

Stages of team formation

You can't expect a new team to perform well when it first comes together.

Team formation takes time, and teams often go through recognizable stages as they change from being collections of strangers to becoming united groups with common goals.

Tuckman's Forming, Storming, Norming, and Performing model describes these stages. When you understand it, you can help your new team become effective more quickly.

In this article, we'll look at how you can use this model to build a highly-productive team.

About the Model

Psychologist Bruce Tuckman first came up with the memorable phrase "forming, storming, norming, and performing" in his 1965 article, "[Developmental Sequence in Small Groups](#)." He used it to describe the path that most teams follow on their way to high performance. Later, he added a fifth stage, "adjourning" (which is sometimes known as "mourning").

Let's look at each stage in more detail.

Forming

In this stage, most team members are positive and polite. Some are anxious, as they haven't fully understood what work the team will do. Others are simply excited about the task ahead.

As a leader, you play a dominant role at this stage, because team members' roles and responsibilities aren't clear.

This stage can last for some time, as people start to work together, and as they make an effort to get to know their new colleagues.

Storming

Next, the team moves into the storming phase, where people start to push against the boundaries established in the forming stage. This is the stage where many teams fail.

Storming often starts where there is a conflict between team members' natural working styles. People may work in different ways for all sorts of reasons, but if differing working styles cause unforeseen problems, they may become frustrated.

Storming can also happen in other situations. For example, team members may challenge your authority, or jockey for position as their roles are clarified. Or, if you haven't defined clearly how the team will work, people may feel overwhelmed by their workload, or they could be uncomfortable with the approach you're using.

Some may question the worth of the team's goal, and they may resist taking on tasks.

Team members who stick with the task at hand may experience stress, particularly as they don't have the support of established processes, or strong relationships with their colleagues.

Norming

Gradually, the team moves into the norming stage. This is when people start to resolve their differences, appreciate colleagues' strengths, and respect your authority as a leader.

Now that your team members know one-another better, they may socialize together, and they are able to ask each other for help and provide constructive feedback. People develop a stronger commitment to the team goal, and you start to see good progress towards it.

There is often a prolonged overlap between storming and norming, because, as new tasks come up, the team may lapse back into behavior from the storming stage.

Performing

The team reaches the performing stage when hard work leads, without friction, to the achievement of the team's goal. The structures and processes that you have set up support this well.

As leader, you can delegate much of your work, and you can concentrate on developing team members.

It feels easy to be part of the team at this stage, and people who join or leave won't disrupt performance.

Adjourning

Many teams will reach this stage eventually. For example, project teams exist for only a fixed period, and even permanent teams may be disbanded through organizational restructuring.

Team members who like routine, or who have developed close working relationships with other team members, may find this stage difficult, particularly if their future now looks uncertain.

Now we shall understand the details of each of the stages:

Forming

In the first stage of team building, the forming of the team takes place. The individual's behavior is driven by a desire to be accepted by the others, and avoid controversy or conflict. Serious issues and feelings are avoided, and people focus on being busy with routines, such as team organization, who does what, when to meet each other, etc. Individuals are also gathering information and impressions – about each other, and about the scope of the task and how to approach it. This is a comfortable stage to be in, but the avoidance of conflict means that not much actually gets done. The team meets and learns about the opportunities and challenges, and then agrees on goals and begins to tackle the tasks. Team members tend to behave quite independently. They may be motivated but are usually relatively uninformed of the issues and objectives of the team. Team members are usually on their best behavior but very focused on themselves. Mature team members begin to model appropriate behavior even at this early phase.

The forming stage of any team is important because the members of the team get to know one another, exchange some personal information, and make new friends. This is also a good opportunity to see how each member of the team works as an individual and how they respond to pressure.

Storming

The *storming* stage is necessary to the growth of the team. It can be contentious, unpleasant and even painful to members of the team who are averse to conflict. Tolerance of each team member and their differences should be emphasized. Without tolerance and patience the team will fail. This phase can become destructive to the team and will lower motivation if allowed to get out of control. Some teams will never develop past this stage.

Supervisors of the team during this phase may be more accessible, but tend to remain directive in their guidance of decision-making and professional behavior. The team members will therefore resolve their differences and members will be able to participate with one another more comfortably. The ideal is that they will not feel that they are being judged, and will therefore share their opinions and views. Normally tension, struggle and sometimes arguments occur. This stage can also be upsetting.

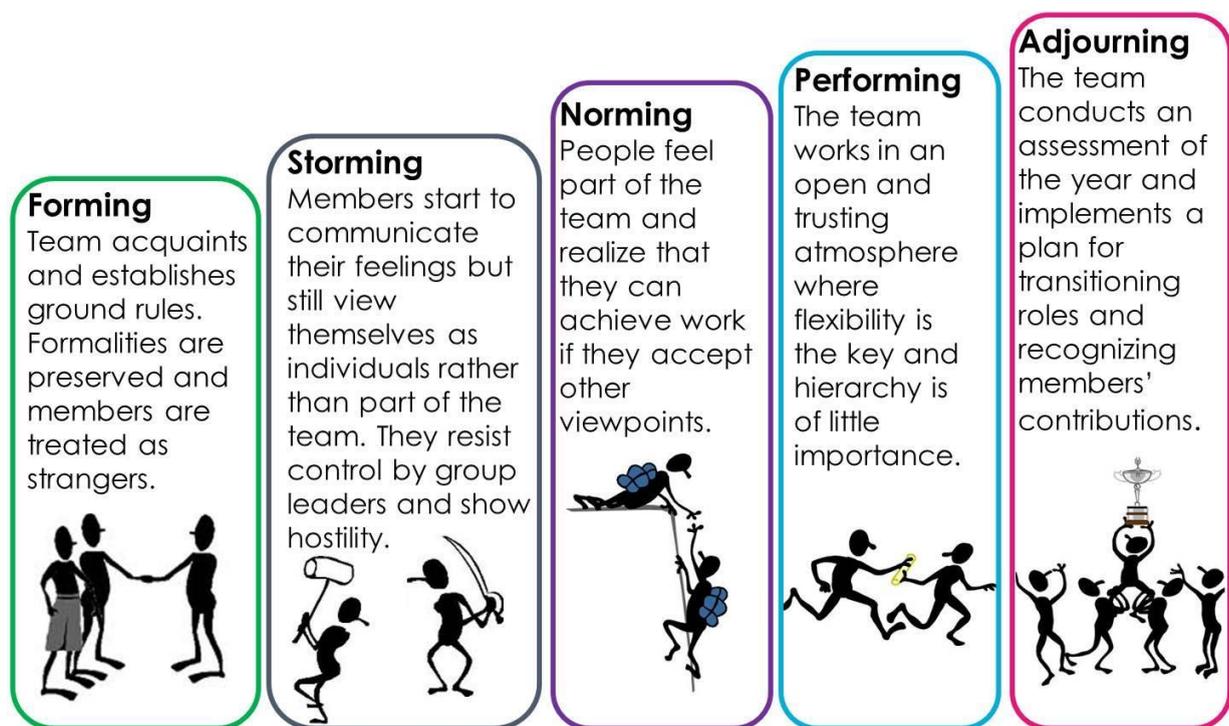
Norming

The team manages to have one goal and come to a mutual plan for the team at this stage. Some may have to give up their own ideas and agree with others to make the team function. In this stage, all team members take the responsibility and have the ambition to work for the success of the team's goals. The danger here is that members may be so focused on preventing conflict that they are reluctant to share controversial ideas.

Performing

It is possible for some teams to reach the *performing* stage. These high-performing teams can function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. By this time, they are motivated and knowledgeable. The team members are now competent, autonomous and able to handle the decision-making process without supervision. Dissent is expected and allowed as long as it is channeled through means acceptable to the team.

Supervisors of the team during this phase are almost always participating. The team will make most of the necessary decisions. Even the most high-performing teams will revert to earlier stages in certain circumstances. Many long-standing teams go through these cycles many times as they react to changing circumstances. For example, a change in leadership may cause the team to revert to *storming* as the new people challenge the existing norms and dynamics of the team.





Chapter 5: Motivation

Learning Objectives:

1. To understand various theories related to motivation
2. To predict the behaviour of employees /employers

Introduction

This may be defined as an internal drive that leads a person towards accomplishing an activity.

The inducement to the people to contribute as effectively and as efficiently as possible is called motivation. It is a process of stimulus and response. It is nothing but an act of inducement. Human motives are based on needs. Some of our needs are primary and some of them are secondary. Foods, cloth, shelter, water, air, sleep, sex are some of the primary needs and affiliation, status, love and affective, self-assertion are some of the secondary needs of human being. These needs may vary in intensity and according to situation and time, but these are the motivating factors about which a manager must know.

Performance of a group of individual depends on the needs of the group as well as of individual who are forming the group. Group's needs may not be the same as that of individuals but given a common goal the individuals who are forming the group may come to identify themselves with the group's needs. The sole responsibility of the manager is to recognize the group's need without unduly compromising the needs of individuals who as a group have extended their helping hand for the accomplishment of a given task. The manager creates and then maintains necessary environment for the accomplishment of the objectives. This he does by motivating – inducing the people to work for the attainment of the objectives.

Definitions

“Motivation is the act of stimulating someone or oneself to get a desired course of action, to push the right button to get desired action.” Motivation is something that moves the person to action and continues him in the course of action already initiated.” It refers to the way a person is enthused at work to intensify his desire and willingness to use his potentiality for the achievement of organizational objectives.

Robert Dubin has defined – “Motivation means a process of stimulating people to action to accomplish desired goals”. Motivation has close relationship with the behaviour of human beings. It explains how and why the human behaviour is caused. Understanding the needs and drives and their resulting tensions helps to explain and predict human behaviour, ultimately providing a sound basis for managerial decision and action.” Thus, motivation is a term which applies to the entire class of urges, drives,

desires, needs and similar forces. Essential of Motivation includes **Productivity, Competition, Comprehensiveness, and Flexibility.**

TYPES OF MOTIVATION

Motivation may be classified as follows:

- (1) Positive and Negative motivation
- (2) Extrinsic and Intrinsic motivation
- (3) Financial or Non-financial motivation

(1) Positive and Negative Motivation

Positive motivation is the process of attempting to influence the employee's behaviour through the possibility of reward. It is achieved by fulfilling the varied needs of individuals and the group. The impact of positive motivation is that it brings about integrity to the purpose; inculcate in the individuals and the group a sense of belongingness and a strong affiliation for which the organization stands.

Negative motivation denotes consequences or reactions which people seek to avoid, e.g. dismissal, demotion, group disapproval etc. In such a situation people work only to obtain a square meals. In fact there is no motivation. There is absence of integrity to the purpose and conviction to what organization stands for and detachment between the individuals and the organization.

Carrots and sticks:

A potter had a donkey. He used to put huge load of earth on back of the animal and when animal refused to walk with the load, he used to beat him with stick. The poor animal walked down the distance to avoid pain of being beaten. Another potter also had a donkey. He also needed to put heavy load on back of the animal. The animal also refused to walk with the load, but the potter had an idea. He him-self also set on the back of his donkey and hung a carrot with help of a rope in front of animal. The animal thought that he might get the carrot, if he walked down a few steps. The carrot eluded the animal and always kept away by a few steps away. Poor donkey walked down the distance in pursuit of getting the carrot. The story ends and leaves the question whether the animal got the carrot at the end or not to the thinking of the reader.

Here are two sets of motivators, positive motivators (like the carrot) and negative motivators (like the stick). Positive motivators are the motivators which drive a person to do the work so that s/he gets some good result, reward or praise or rise in job etc. While negative motivators are forces which a person wants to avoid and he knows, by working on some issue in a desired manner, he can avoid such factors. They are being scolded, fired, insulted, punished etc. A good manager needs to know when to apply

carrot and when the stick. It is not necessary to believe that one person needs carrots and the other the stick. Same person in some situation may need carrot and in another situation the stick. A manager needs to use them judiciously.

(2) Extrinsic and Intrinsic Motivation

Extrinsic motivators arise away from the job. They do not occur on the job. These factors include wages, fringe benefits (maternity benefits, school allowances for children, paternity leave, sickness leave, LTC, etc), medical reimbursement etc. Thus, they are generally associated with financial incentives.

Intrinsic motivator occurs on the job and provides satisfaction during the performance of work itself. Intrinsic or internal motivators include recognition, status, authority, participation, etc.

(3) Financial and Non-financial

Financial motivators are those which are associated with money. They include wages and salaries, fringe benefits, bonus, retirement benefits etc. Non-financial motivators are those which are not associated with monetary rewards. They include intangible incentives like ego satisfaction, self-actualization and responsibility. The roles of financial and non-financial incentives are important in motivation activities.

Some theories to explain motivation

A) Maslow's Hierarchy of Needs:

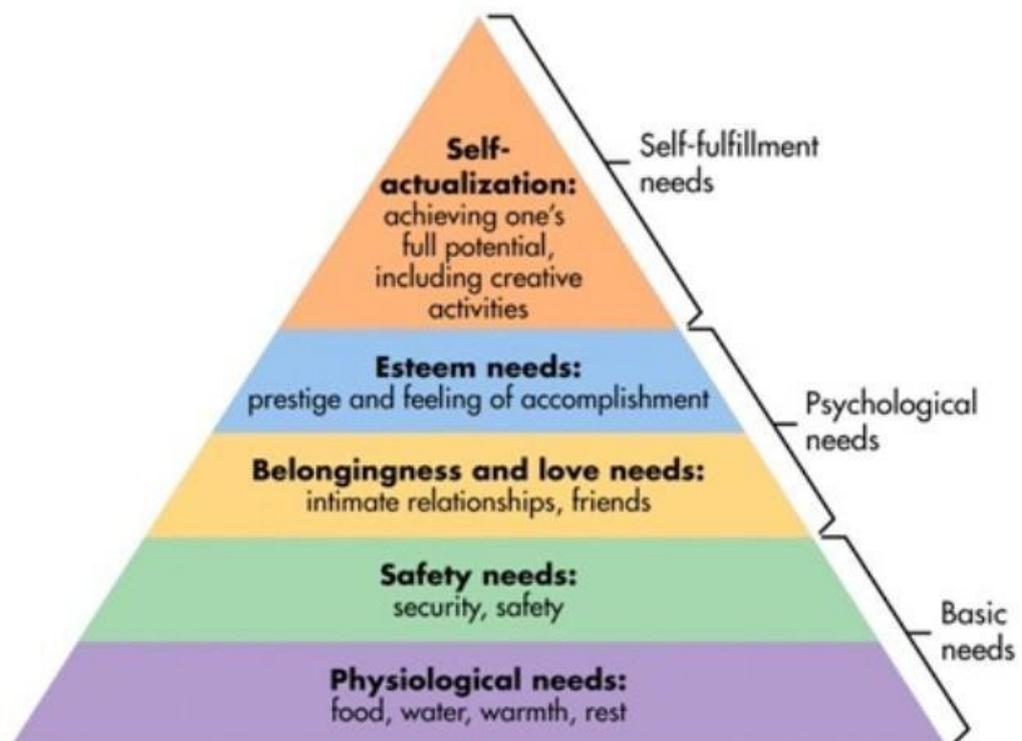
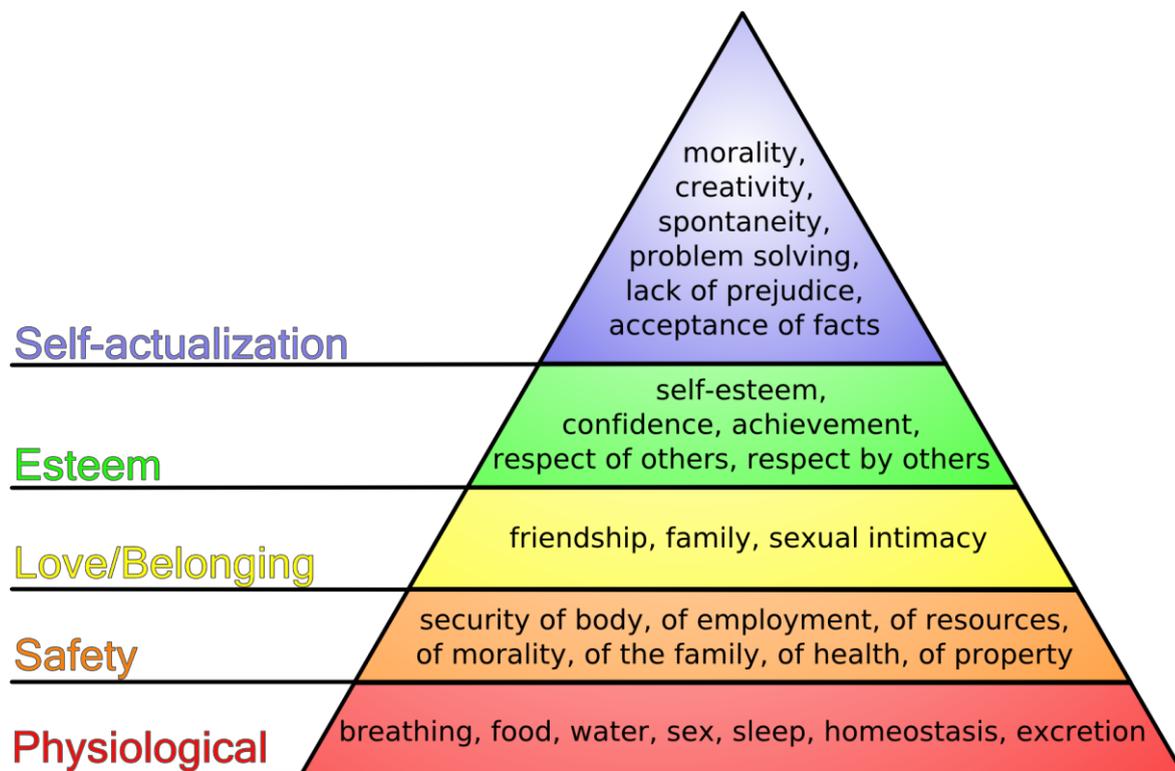
Maslow's in his book 'A Theory of Human Motivation' states that human behavior is influenced by a set of needs. The needs have been grouped into five major categories, which exist in hierarchy. Davis (1981) stressed that need levels usually have definite sequence of domination determining their hierarchy, and a need which has been adequately fulfilled is no longer a motivator.

The hierarchy of needs arranged from the lowest to the highest are as given in the figure below. An unsatisfied need level motivates an individual. Second level need do not dominate until first level needs are reasonably satisfied. The third level will dominate only when the first and the second level needs have been met adequately. It signifies that when the lower level needs are fulfilled, the next higher one becomes significant in directing the behavior of an individual to achieve the goal and so on.

These categories of needs are not exclusive. They do interact continually within an individual. Lower needs are never fully satisfied. Those recur from time to time. People are motivated by what they are seeking the most all the time rather than by what they already have.

Needs change over time with the stages of human development and between generations. May be our seniors are seeking more of esteem and status needs whereas juniors may be groping with their Security and Belongingness needs. The peak of a

lower level need has to be passed over before next higher level need emerges or becomes dominant.



The personnel in hospital/Health system – settings have a variety of needs that motivate them. In providing patient care, there are a lot of inherent satisfactions. A health manager identifies the needs that are important to motivate his staff. Accordingly, he may create/generate work – situations that permit employees to fulfill their needs and to promote organizational achievement of goals. The different echelons have different needs. The lower tiers have a continuous need to be reassured that they are performing well. If the supervisors to them are supportive, employees feel more secure and intimate. Middle level managers, in comparison to top executive express that needs of self esteem, status, authority, autonomy to set their goal, their accomplishment are more dominant.

It would be misleading to believe that need of self-actualization is the final end state of becoming all that one is capable of becoming. It basically entails making growth choice rather than a fear choice. It is allowing self to be creative, emerging, listening to ones conscience rather than conforming or yielding. It involves identifying one's defenses and finding courage to get out of them.

Maslow's need hierarchy is not of much significance in predicting behavior rather it is of value to managers in recognizing behavior patterns. It is now being conceded that a need considered to be satisfied at a particular stage of an employee's career may re-emerge at a different stage. The safety and security needs rapper among senior employees at advanced age because of organizational role giving rise to stress among executives.

B) Aldelfer's ERG theory:

Aldelfer gave modification of Maslow's theory and reclassified needs into 3 categories.

1. Essential or Existence
2. Relatedness
3. Growth

He clubbed Basic physiological needs and shelter needs of Maslow's classification as **Existence** or **Essential needs**, social needs are renamed **Relatedness** needs here and esteem or ego needs are clubbed into **Growth** needs.

Another modification in Maslow's theory here is removal of concept of hierarchy. Aldelfer suggests that needs become preponderant irrespective of hierarchy. So, even if lower needs are not fulfilled, higher needs may arise.

Have you heard of a woman who is afraid of cats, dogs and even cockroaches? But she fights with a leopard to save her child. Her affection or love for her child is a social need.

Threat to her life fighting with leopard is challenging her basic physiological or safety need. She should have addressed safety or basic physiological needs and left the baby to mercy of God, but she does not do that. She fights the big cat, although she is afraid of small cat or even cockroach. What motivates her to do so? Taking such issues into consideration, Aldelfer, a disciple of Maslow, came out with a refined theory called Aldelfer's ERG theory.

C) **Hertzberg's hygiene (two factors) theory:**

Herzberg's suggested that people have two sets of need:

- a) Need to avoid pain: animal need
- b) Need to grow psychologically: human need

Seeing the implication of the above two needs in work-environment one may realize that there are dissatisfiers which cause pain that one needs to avoid and there are satisfiers which one to sustain which act as motivators.

Herzberg formulated his two-factor theory based on the finding of the study of need satisfaction. The study was carried out on 200 engineers and accountants who recalled their experiences regarding the following aspects.

1. When had they felt exceptionally good on the job and reasons for the same?
2. Later what was the sequence of events that set their attitudes to be normal?
3. The incidents when the feelings about the job were totally negative.
4. What were the events with which such negative feelings were associated?

Hertzberg came out with a peculiar observation. He found that there are two sets of factors which motivate or demotivate an employee. What is peculiar about this? Peculiarity lies in the fact that some factors, absence of which demotivate, but presence or abundance of which does not motivate. While there are factors, presence of which motivates. He called these factors as hygiene factors (or **maintenance factors**) and motivators respectively.

Salary, facilities, Organisational policy, Technical Supervision, Interpersonal Relations, Job security, Working Condition, etc. are, according to Hertzberg hygiene factors. Absence of these factors demotivates, but abundance like large salary does not motivate. Similarly job security does not motivate, but absence demotivates. This is aptly seen in government and public sector jobs.

While work, challenge, supportive supervision, rewards, appreciation, Status, Achievement, Job responsibility, Recognition, advancement, Work itself, Growth, etc. are **motivators**, presence of these factors motivates.

There is a correlation with Maslow's theory. If you observe keenly, you will find that lower level needs like basic physiological needs, shelter needs and to some extent social needs find their place in the group of **hygiene factors**. While part of social needs, ego or esteem needs and self actualization find their place amongst **motivators**.

D) Mc Gregor's theory X and theory Y:

Douglas McGregor has done some excellent work. How a manager perceives workers? McGregor had two sets of observations to which he gave names: theory X and theory Y. He infact wanted to avoid using terms "good" or "bad" as they have specific connotations, which he specifically wanted to avoid.

Generally managers have their assumptions about *how people are related to work* in organizations. The policies and practices to organize and direct people evolve accordingly. It provides a "big picture" of motivation. The three approaches, that have implications for managements motivational styles are outcome of 'Traditional' 'human relations' and 'human resource models' of management. In the following pages a description of the theories will be presented.

McGregors Theory 'X'

Theory X is related to traditional management. It assumes centralized direction and control. The authority flows in top down direction through different levels of the organization. An outgrowth of this centralized control is the authoritarian style. The manager's behaviour, according to theory X, is based upon the following **assumptions** about subordinate's behaviour:

1. Employees dislike work and avoid doing it.
2. They care more for rewards than the work.
3. They are not self directed or creative.
4. They do not like to take any responsibility. They will keep away from responsibility and will try to pass the buck.
5. They do not like to take the risk. They enjoy security and seek it at any cost.
6. They must be kept under constant pressure/ threat of punishment including getting fired, otherwise they will not work. (Is this equivalent to stick by which donkey is beaten?)

Any manager believing in these assumptions, in a hospital setting **may resort to the following pattern of leadership**.

1. Strict and close supervision.
2. Detailing the task into simpler activities to perform
3. Prescribing easy to follow work procedures.
4. Making people to adhere to standards.

5. Influencing subordinates by using threat, punishment or coercion.

It shows manager's highest concern for task completion, target achievement but least for the people working to achieve the same. Surely, many hospital people will not like to function under the stringent centralized direction and control implicit in theory 'X'.

Theory 'Y'

The human relation model gave rise to theory 'Y' in total contrast to theory 'X'. It assumes that the most effective way to get the result is to work with people. The assumptions of theory 'y' are:

1. Work itself is satisfying and performed voluntarily.
2. People exercise self discipline, self direction and control to achieve the organizational objectives to which they commit.
3. People want to feel useful and important. It is natural for a person to be felt important and hence it is normal that they seek responsibility if climate is conducive. (Type X manager will directly fire his employees for any fault/delay in the assigned task. While Type Y managers will believe that if his juniors have not completed the assigned task there will surely be some reason & will inquire for the same)
4. People desire to belong and to be recognized as individuals.
5. Individuals not only accept but seek responsibility.
6. Money is not that important in motivating people to work than fulfillment of social and ego needs.
7. There is a direct, proportionate correlation between motivation to attain objectives and rewards attached to them.
8. Unfortunately potential of an individual is only partially utilized.

Thus, theory Y is optimistic, flexible, emphasizes self control and integrates individuals with institutes.

Theory 'Y' acknowledges that employee want to be recognized and appreciated by their supervisor for the achievement or high performance. The management must demonstrate at concurrent for people.

Both theories X and Y present a dichotomy of how managers approach the task of motivating employees.

Human resource model placed emphasis on the needs of the people rather than on the needs of the organization alone. It assumes that goal of living is to become all that one can become and therefore people like to be creative, self-directing and self-motivating. A manager should adopt such approach as to:

1. Use untapped resources in people
2. Create and nature a supportive work environment.
3. Encourage people's fuller participation as to develop self-managing capability.

A manager in human resource approach can be expected to show trust in subordinates, encourage them to actively participate in decision related their work, goal setting and help them in correcting the substandard performance. In HR Model, manager-employee participation to improve or enhance their competence and productivity and not to increase commitment to authority. Herein, effort is to enhance self-direction and control in job performance.

The philosophy adopted by management determines how the attempts to encourage motivated behaviour are made. Under theory X, managers rely on extrinsic factors whereas managers embracing human relations or human resource models seek to utilize intrinsic means of motivation to bring about job satisfaction. According to MC Gregor, the manager remains a teacher, consultant or colleague but never boss.

Now, there are two sets of observations, which one to believe? If you were the manager, what would your approach have been? Some managers are strictly observing theory X while some theory Y. Some managers say that it is individual, some of their workers are fit for theory X and some are fit for theory Y.

McGregor himself was conscious about such differences in interpretation of his theories, so he has put forward some clarifications. He says that these are assumptions only and not rule of thumb. Neither he wants to create prejudice against theory X, nor does he want to favour theory Y. X does not mean hard management; Y does not mean soft management. X does not mean dictatorship; Y does not mean laissez faire. X does not mean eccentric decision making, Y does not mean only consensus. He further suggested that X and Y may not be viewed as axis of a graph which has X and Y at two extreme ends and individuals are to be plotted somewhere on the line. But it is a continuous phenomenon where individuals keep on changing their positions according to tasks and circumstances. He also suggested that variety of tasks may require different approaches. For example, an individual may like the task of doing surveys & supervision. So he is a candidate for theory Y but as he does not likes to prepare reports he is then a candidate for theory X.

So a good manager has to identify persons and their personal traits and behave accordingly.

Chapter 6: MANAGER AS A LEADER

Learning Objectives: At the end of this chapter it is expected that you will be able

1. To know the difference between leaders and managers.
2. To know the role of managers as a leader
3. To understand the process of team building and role of leader as team builder.

Manager as a Leader:

Some say leader need not be a good manager but manager must be a good leader because he has to lead the team. Management Guru Peter Drucker (1978) stated that “we do not know enough about human service institutions”. Indeed we know far too little about managing the service institutions—where human is the most important resource to be used. Health is falling in service sector and is largely depending upon the effective and efficient use of Human Resource. Leading the human resource becomes most important tasks of Managers in Health System. For the same we need to know about manager-leadership styles, team functioning and supervisory practices within different types and sizes of organization.

Leadership and management is different

Leader is a person who is followed by others, while Manager is a person who is controlling or administering a business or a part of a business. A leader sets a vision and goals, directs the atmosphere towards creative thinking of the organizations, and makes drastic changes should the situation so require. A manager ensures the quality of implementation, of day to day staff motivation and satisfaction, of budgeting and cash flow.

Because leadership is used to describe both a process and a position, it is useful to remember that the distinction is between leadership and management, not leaders and managers. While some may excel at one more than the other, most persons in positions of responsibility within an organization, whether described as ‘leaders’ or ‘managers’, exercise both leadership and management in their roles.

Management means setting objectives and focusing on consistently producing key results through planning and budgeting, organizing and staffing, and controlling and problem solving. Leadership focuses on potential - creating and supporting change to vitalize the organization by establishing direction, aligning people, and motivating and inspiring. The benefit of management is handling complexity and ensuring efficiency, allowing the organization to meet its short-term targets.

There are some similarities between leadership and management - both involve deciding what needs to be done, creating networks of people and relationships that can

accomplish an agenda and trying to ensure that those people actually get the job done. They are both complete action systems; neither is simply one aspect of the other. Each has its own distinctive purpose and characteristic activities “Good leadership and management are about providing direction to, and gaining commitment from partners and staff, facilitating change and achieving better health services through efficient, creative and responsible deployment of people and other health resources.” (WHO/EIP/health systems/2005.1)

The Leaders:

There is an unending debate about “Whether leaders are born or made?” But there is something about the person which put him/her in a leader position. Following are some examples of the leaders because of specific attributes.

Leader by the position achieved: Some becomes the leader by way of the position they have achieved, for examples, Medical Officer at PHC, Dean, Superintendent, District Health or Officer, Director, Commissioners, Ministers etc. The position is attached with formal authority and by virtue of it reporting to him/her has to follow him/her.

Leader by personality, charisma: Some people have developed a personality because of that they cannot be ignored. Because of their talks, actions, vision they develop a special position amongst the people. Such leaders; irrespective of holding or not holding of formal positions; are having followers. They influence the others and inspire.

Leader by moral example: These are the leaders who are strict followers or the some values and moral. Such leaders may or may not have follower but they are accepted by other as icon or role model because of their moral life. Saints and religious leaders are examples of such leaders.

Leader by power held: Power possession because of political position, social status, and wealthy possession result in to a leader position. In old caste system higher caste automatically put the person on leadership status over lower caste, while people who possesses large amount of the wealth commands a special position in the society. In tradition society of patriarchal system men enjoys higher status than the women.

Intellectual leader: Knowledge and intelligence helps to gain higher status in society. People possessing wisdoms are worshiped. Birbal, Tenaliram, Abdul Kalam, Sham Pitroda are the examples of intellectual leaders.

Leader because of ability to accomplish things: A successful manager is a good example as a leader by his capacity to accomplish the tasks.

Leadership Process & Style:

Leadership is the relation between an individual and a group, around some common interests and behaving in a manner directed or determined by him. 'Leadership' is the quality of behavior of individuals whereby they guide people or activities for organized effort.

Another definition of leadership is that it is an ability of influencing people to share their attitude and behavior whether or formal situation, to strive willingly for mutual objectives. Leadership is about awakening the desire into others to follow a common objective and counts on exerting interpersonal influence through communication towards achievement of goal.

Thus leadership implies guidance by an individual the activities of other to fulfill an objective. Peter Drucker viewed that an enterprise fails if its leadership fails. It may be true for hospitals too. Surely the success of a hospital organization and its effectiveness would depend whether the leadership style adopted by a manager/team leader is relevant to task structure and objectives to be achieved.

Leadership is expanding owns awareness from self to broader vision and strategy. The sequence of awareness generation is shown in diagram herewith.



Leadership style is classified as Transactional or Transformational Leaders.

Transactional Leaders

Transactional leadership is known based on their ability to manage the situations. They contract exchange of rewards for efforts, promises rewards for good performance, recognizes accomplishment. They watches and search for deviations from rules and standards, takes corrective actions. It is known as active management by exception. In some situation they intervene only if standards are not met, this is known as passive management by exception. Laissez faire: Abdicates responsibilities, avoids making decisions. The detail about this style is mentioned in specific section of this chapter.

Transformational Leaders:

Transformational leaders are also known as Charismatic Leaders. They are known based on their ability to manage the human i.e. transforming from mere human resource to assets for the organizations. They are known as charismatic leaders. They provide vision and sense of mission, install pride, gains respect trust in their subordinates. They communicate high expectations, use symbols to focus efforts, expresses important purposes in simple ways to subordinates. They stimulates intellectually by promoting intelligence, rationality, and careful problem solving. They give gives personal attention, treats each employee individually, coaches, advises, thus they are having individualized consideration along with ignite the masses.

Key Characteristics of Charismatic leaders are having self confidence, a vision and ability to articulate his/her vision with conviction. Their behaviour is exemplary and having ability to act as change agent. They have complete confidence in their judgment and ability. Such leader is having an idealized goal that proposes a future better than the status quo. The greater the disparity between idealized goal and the status quo, the more likely that followers will attribute extraordinary vision to the leader.

Their followers are impressed with their ability to clarify and state the vision in terms that are understandable to others. This articulation demonstrates an understanding of the followers' needs and, hence acts as a motivating force. Strong convictions about vision i.e. strongly committed, and willing to take on high personal risk, incur high costs, and engage in self-sacrifice to achieve their vision is perceived as charisma in such leaders. Extra ordinary behaviours which are novel, unconventional, and counter to norms is another trait of charismatic leader. Charismatic leader is perceived as being a change agent i.e. agents of radical change rather than as caretakers of the status quo.

Attributes of a Leaders:

1. **Guiding vision:** Effective leaders know what they want to do, and have the strength of character to pursue their objectives in the face of opposition and in spite of failures. The effective leader establishes achievable goals.
2. **Passion:** Effective leaders believe passionately in their goals. They have a positive outlook on which they are, and they love what they do. Their passion for life is a guiding star for others to follow, because they radiate promise!
3. **Integrity:** Because they know who they are, effective leaders are also aware of their weaknesses. They only make promises they can follow through on.
4. **Honesty:** Leaders convey an aura of honesty in both their professional and their personal lives.
5. **Trust:** Effective leaders earn the trust of their followers and act on behalf of their followers.
6. **Curiosity:** Leaders are learners. They wonder about every aspect of their charge. They find out what they need to know in order to pursue their goals.
7. **Risk:** Effective leaders take calculated risks when necessary to achieve their objectives. If a mistake is made, the effective leader will learn from the mistake and use it as an opportunity to explore other avenues.

Approaches to Leadership

Leadership has long been regarded as a personal trait, a collection of attributes possessed by individual to a larger or smaller extent, a continuum along which individuals might be ranked according to how much of the trait they possessed. Proponents of trait theory believed that leaders are born and not made. However the recent concepts tend to focus on leadership behaviour rather than leadership traits. It places emphasis on understanding leader behaviour. The trait theory lacked predictive value, as there was no agreement on what combination of attributes will give an individual mastery effectively in the given situation, Further it did not take into account the mutual influence of followers and leader on each other. The behavioural approach however was an improvement in this aspect. It signifies that according to need and expectation of the group. The leader attitudes and behavioural response get shaped. However, these did not give importance to the context or situation in which leadership behavioural is brought to the fore. It gave rise to situational approach to leadership.

Leadership style based on predominant style adopted by Manager:

A leader's behaviour is in response to role expectation of the group. Generally leader is identified by his dominant behaviour pattern, which has been classified as:

1. Motivation based Style.
2. Power Based Style.
3. Orientation based Leadership styles.
4. Situational based approach.

It pertains to a consistent way of behaving by the leader in a workgroup. It is combination of directing, supporting, and consulting behaviour of the leader who is trying to influence the overall performance of the work group. Depending upon the manipulation of certain variables in the work environment including people, leadership style could be classified as:

1. Motivational style: It is the effort that leaders employ to motivate the group members to attain the objectives. In an inter-disciplinary group, positive style of leadership may become easily applicable through employee education, providing opportunity to take initiative, reinforcing the interdependence and making participatory decisions.
2. Power based styles: The way a leader expresses his power, it can give rise to his style. These three styles are: Autocratic Style, Democratic Style, Laissez-faire style (Free Reign Style).

- A) Autocratic (Authoritarian)
- b) Democratic (Benevolent Authoritarian)
- c) Laissez faire (Free Reign)

a) Autocratic style: This leadership style is characterized by specific instructions to employees regarding what, how, and when work should be done. It is Micromanagement style, where leader plans, organizes, controls, and coordinates. Emphasis is on getting the job done without regard for input from others. The leadership tries to centralize power and decision making in itself. It may elicit forceful action in the desired direction and bag the credit for achievement of objectives. He passes the buck and puts blame on group members for any failure. It may lead to a climate to distrust, disharmony and submission by individuals in the group. It may help him to take quick decisions, motivate employees and reward for performance.

Advantage of this leadership style is that at many instances it proves efficient as subordinates know the manager's expectations. It is useful during an emergency or managing temporary or new employee. Disadvantages are that it prevents subordinates from thinking about process improvements. It leads to dissatisfaction in subordinates and in long run leads to decline in performance.

b) Democratic style: This leadership style is characterized by encouragement for employees to share in the decision-making and problem-solving processes. It is a general management style, where everyone's viewpoint in decision making is considered, team concept in goal setting is utilized. It is based on participation of individual group member's in decision making through free flow of relevant data and information. It provides an openness to discuss and present divergent views. It helps to develop work group by providing and getting necessary feedback.

Advantage of democratic style is that subordinates are actively involved in decision making and it increases the morale of the subordinates. Stronger staff commitment to established goals is established. This style can be used while subordinates are experienced, well-trained, committed to their jobs and are interested in more responsibilities. Disadvantage is that it is time consuming; everyone does not like to participate in decision making.

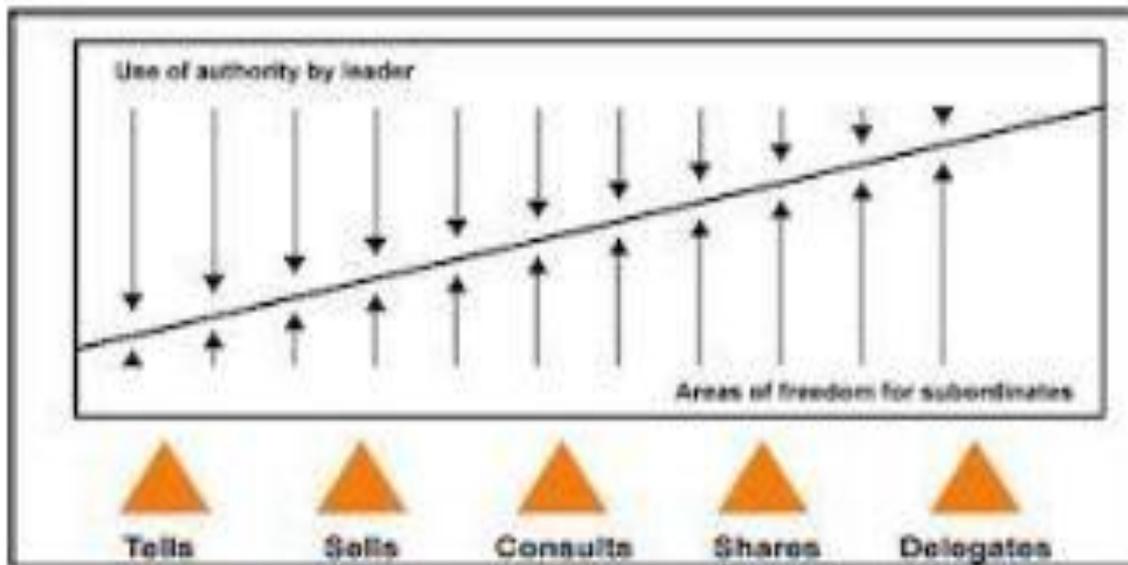
c) Laissez faire style: It is also known as "Free Reign". In this leadership style, minimal direction and supervision is given to workers. It is an open management style, where management shares information and Team (or individual employee) is completely responsible for the workload. It envisages least interference by the leader. A highly mature group of workers, if has the clarity of objectives, could perform of their own and achieve. This implies the absence of formal leadership or larger delegation of responsibility and authority to the work group members. The leader stays only to coordinate or liaise (Link) the efforts of individuals. As authoritarian leadership desires the groups contribution but under laissez faire leadership the group denies the leaders contribution.

Advantages of this style are that it is easy management style and completely empowers the subordinates. In case of managing experienced, well-trained, and highly- motivated workers or home-based employees, outside salespersons such leadership works.

Disadvantage of this method is that many time poor decisions making may result. Some employees do not perform well without direction and supervision.

Spectrum of Power base leadership Style:

The power based leader style can also well understand by the diagram shown below, which is showing the use of authority by the leader and areas of freedom given to the subordinates. The extreme left is autocratic style, while extreme right is Laissez-Faire.



Style:

- i. **Telling style:** Full exertion of the power show –where full leader exerts full authority with nil to minimal freedom for subordinates. It is typical of autocratic style of leadership.
- ii. **Selling style:** Here leaders sell the idea and explain it. However control of leader is seen with large amount of authority with some freedom for subordinates.
- iii. **Consultation Style:** Leader balances between his authority and freedom of the subordinates. Gets suggestions from the subordinates, discuss and decides. Final say is of leader.
- iv. **Sharing Style:** In leader has given up quite a good chunk of his/her authority and subordinates are enjoying larger free space in the matters. Leaders defines broad framework based on the Vision and objectives of organization as well as the available resource; within which subordinates takes the decision.
- v. **Delegating Style:** It is like a Laissez-Faire Style of leadership, where subordinates enjoy full freedom within defined limits. Leader is having nil to minimal authority.

3. Orientation based Leadership styles:

With McGregor's Theory 'X' and Theory 'Y' of management, two predominant styles of leadership are: (1) Task oriented style; (2) People/employee oriented style.

The choice of style is determined by the following factors:

- (a) Organizational setting & people
- (b) Task structure
- (c) Situational variables
- (d) Expectation of leaders, followers, supervisors and peers or associates.

Managerial Grid (by Orientation Base Leadership styles)

Based on above two concerns i.e. (1) product and (2) people; Blake and mouton's study on leadership in management described five leadership style. This can be well understand bycreating a grid on two axis, also known as managerial grid. These two concerns with theirvarying relative strengths can be plotted as X and Y axis of coordinates on a 1 to 9 pointscale. The five significant styles of managerial leadership pointed out are:

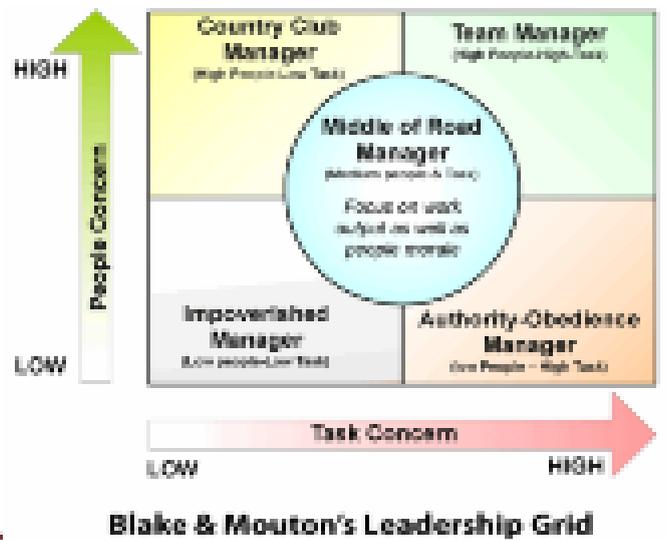
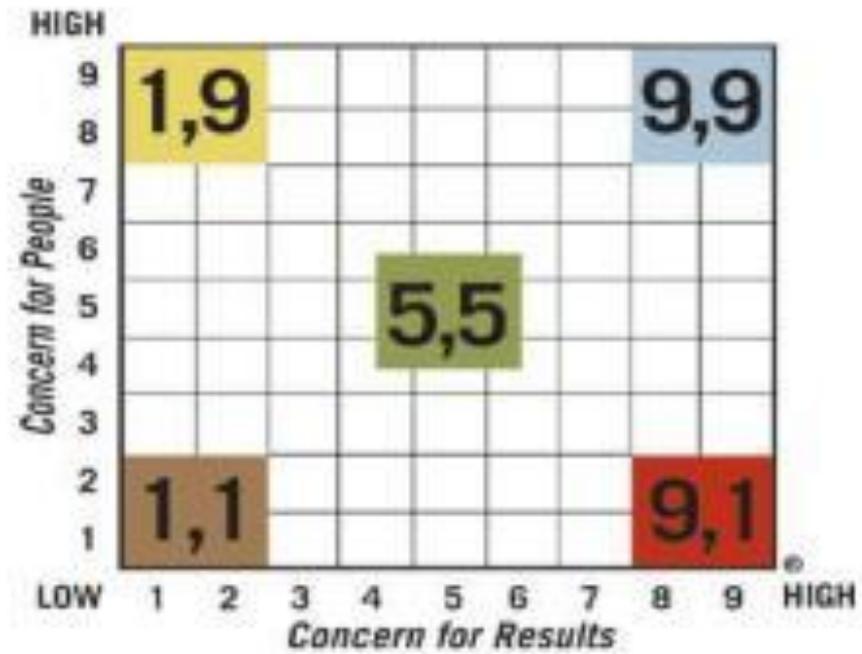
Style (1, 1) Impoverished style: Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

Style (9, 1) Authority obedience style: Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

Style (5, 5) Organization-Man Management style: Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.

Style (1, 9) Country Club management style: Thoughtful attention to needs of people for satisfying relationship leads to a comfortable friendly organization atmosphere and work tempo.

Style (9, 9) Team management style: Work accomplishment is from committed people, interdependence through a 'common stake' in organizational purpose leads to relationships of trust and respect.



The grid describes the managers/leaders orientation towards work group members. In context of interdisciplinary team operating as work groups in hospitals, it can be assumed even from the clients or patients perspective as well that leadership should exhibit highest concern for services and its quality as well as coverage(product) and for the people the members of the work groups or task forces. Team management/leadership is the only appropriate leadership style to be pursued majority of units. The casualty unit in hospital would envisage a (9, 1) style of leadership.

4. Situational Approach (Situation Leaders):

The studies suggest that a person who is a leader in one situation may not necessarily be a leader in another situation and there may be wide differences in individuals who may behead effectively in some situation with a great divergence in their behaviour. Leadership characterized by shifts in management style as appropriate for individual employees. The management style applied depends on the needs of each employee or situation. Theory states that leaders must have traits of insight and being flexible to assess the forces in him (his motivators), the role expectations of group members and the situation.

Levels of Development:

Sr.	Development Level ^a	Characteristics of Team member ^a	Approach	Methods
D1	"Enthusiastic Beginner"	Low Competence, High Commitment	Directing	High Directive, Low Supportive
D2	"Disillusioned Learner"	Some Competence, Some Commitment	Coaching	High Supportive, Low Directive
D3	"Reluctant Contributor"	High Competence, Variable Commitment	Supporting	High Supportive, Low Directive
D4	"Peak Performer"	High Competence, High Commitment	Delegating	Low Supportive, Low Directive

^aSubordinate's Development Level: Competence: Task, Knowledge and Skills, Commitment: Motivation and Confidence

a) Directing:

This leadership approach is adopted in the situation where team member is new in the job and/or having low competence with high commitment. Here leader defines roles of followers, He is using highly directive and low supportive style. In this situation problem solving as well as decision making both is initiated by the leader himself. In such transaction, most of the time one-way communication takes place. In case of urgent or emergency situation also this approach is used.

b) Coaching:

In case of a team member with some competences and some commitment, this style of leadership is adopted. Leader takes highly directive as well as highly supportive role. Two-ways communication is present. Leader hears followers' suggestions, ideas, and opinions, however control over decision making remains with the Leader.



c) Supporting:

In the situation of reluctant contributor, i.e. highly competent but with variable commitment team members this style of leadership is recommended. In such situation, where follower has ability and knowledge to do the task with sagging commitment, leader assumes, highly supportive and low directive role. Focus of control shifts to followers, leader listens actively.

d) Delegating:

There are the team members who are expert or experienced with high competency and high commitment. Leader can take up the delegating role, where he plays low supportive, low directive. Leader discusses problems with team members, seeks joint agreement on problem definitions and decision making is handled by the team members. They “Run Their Own Show”

Merits and demerits of Situational approach:

For successful use of situation approach manager needs to be highly experienced and must be highly skilled in human relations.

Advantages: There is no fixed style. It can be personalized for each employee and different situation. It Improves communication between team members and generates high employee morale ultimately resulting in to effective and efficient results.

Disadvantages: This approach is time consuming and very difficult to manage by all the leaders or a leader for all the times.

Chapter 7:

Performance appraisal

Learning objectives:

- 1. To know what is performance appraisal & why is it needed**
- 2. To understand various errors related with Performance Appraisal**
- 3. To know various PA mechanisms**

Performance appraisal:

Performance appraisal is very important tool for human resource functions. Unless you scientifically examine the performance and offer feedback to the employee, how would you and the employee come to know how good (or bad) the person is performing?

Performance means an act. Here we may understand it in totality as total functioning of a person in a specified time period. Appraisal means assessment, judgment, evaluation or review. So when you assess or review the functioning of a person for a specific time period, it becomes performance appraisal.

Definition: A performance appraisal is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. Other aspects of individual employees are considered as well, such as organizational citizenship behavior, accomplishments, potential for future improvement, strengths and weaknesses, etc.

Why performance appraisal?

1. Improving individual and collective performance.
2. To objectively assess performance.
3. As a base for performance functions like confirmation for long term employment, promotion, reward, transfer, termination etc.
4. As a criteria for research. (famous Hawthorne study by Mayo et al)
5. As a measure to improve organizational communication.
6. To establish personal objectives for training, feedback and personal development.
7. As a base for determining salary structure.
8. As a base for developing job criteria.

9. As a base for selection process.
10. Guiding and monitoring employees.
11. As a tool for potential appraisal.
12. As a base for career plan.
13. As tool for successor planning.
14. Goal setting of individual and group.

Most PA systems are designed to measure individual job performance. Defining job performance, however, in the health organisations at the individual level is often a difficult process. If production can be measured, there is less need for an employee's appraisal because each person can be judged according to the amount produced. but if the work performed cannot be measured, the personal characteristics which lead to increased productivity and contribute to employee performance such as meritorious bases for appraisal: work quality, reliability, cooperation, job knowledge, initiative, attitude, safety consciousness, attendance, learning ability, health and physical condition, adaptability, judgment and responsibility, which can be perceived, related, measured and evaluated can be taken into contribution.

Although job performance involves identifying appropriate criteria, for measuring job performance, performance measurement involves how performance criteria, once defined, will actually be measured. Most organisations, in fact, depend on judgmental indices of job performance for performance measurement. When you depend on judgmental indices, the PA measurement is susceptible to numerous problems of rater accuracy and dependability.

Rater Errors

Mistakes made by raters are a major source of problems in performance appraisal. There is no simple way to completely eliminate these errors, but making raters aware of them through training is helpful. Rater errors are based on the feelings and it has consequences at the time of appraisal.

Varying standards

- Problem: When a manager appraises (evaluates) his or her employees and the manager uses different standards and expectations for employees who are performing similar jobs.
- Example: A professor does not grade the exams of all students in the same standards, sometimes it depends on the affection that the professor has towards others. This affection will make professor give students higher or lower grades.
- Solution: The rater must use the same standards and weights for every employee. The manager should be able to show coherent arguments in order to explain the difference. Therefore, it would be easier to know if it is done, because the employee has done a good performance, or if it because the manager perception is distorted.

Recency Effects

- Problem: When the manager, according only to the last performance, that has been quite good, rates higher.
- Example: When a professor gives the course grade based just in the performance of the student, only in the last week.
- Solution: In order to avoid that, the manager should use some methods as documenting both in positive and negative aspects.

Primacy Effects

- Problem: When the person who evaluates gives more weight according to information the manager has received first.
- Example: It could be a silly example. When we are watching a TV quiz and conquest have to remember a list of things, they only remember the first ones. This is applying also in remembering human performance.
- Solution: performance. When manager has to take some decision, is better not to do it according to what he or she remembers. It is better to based on real actions that has happened and are recorded.

Central Tendency

- Problem: When the manager evaluate every employees within a narrow range, as the average because he or she is dismissing the differences in the performance that employees have done.
- Example: When a professor because the average of the class tends to grade harder. Therefore, if the performance of the class average is quite high, the

professor will evaluate them more high. In the contrary, if the average of the class is lower, he or she would appraise lower.

Leniency

- Problem: Rating of all employees is at the high end of the scale.
- Example: When the professor tends to grade harder, because the average of the class.

Strictness

- Problem: When a manager uses only the lower part of the scale to rate employees.
- Example: When the professor tends to grade lower, because the average of the class.
- Solution: try to focus more on the individual performance of every employee regardless the average results.

Rater Bias

- Problem: Rater's when the manager rates according to his or her values and prejudices which at the same time distort (distorsionar) the rating. Those differentiations can be made due to the ethnic group, gender, age, religion, sex, appearance...
- Example: Sometimes happen that a manager treats someone different, because he or she thinks that the employee is homosexual.
- Solution: If then, the examination is done by higher-level managers; this kind of appraising can be corrected, because they are supposed to be more partial.

Halo Effect

- Problem: When a manager rates an employee high on all items because of one characteristic that he or she likes.
- Example: If a worker has few absences but the supervisor has a good relationship with that employee, the supervisor might give to the employee a high rating in all other areas of work, in order to balance the rating. Sometimes it happens due to the emotional dependability based on the good relationship they have.
- Solution: Training raters to recognize the problem and differentiating the person with the performance they do.

Horns Effect

- Problem: This is the opposite to the Halo effect and Horns effect occurs when a manager rates an employee low on all items because of one characteristic that he or she dislikes.

- Example: If a worker does a good performance and in some resting times he or she loves telling jokes, but his or her supervisor hates jokes, the supervisor might give to the employee a lower rating in all other areas of work, because they do not have that connexion. Sometimes it happens when they do not have a close relationship and managers do not like the person her/him-self.
- Solution: Is the same as in the Halo Effect. Training raters to recognize the problem and differentiating the person with the performance they do.

Contrast

- Problem: The tendency to rate people relative to other people rather than to the individual performance he or she is doing.
- Example: At school, if you are sat down where all the chatty people are and you are silent but you do not pay attention and you do not do your homework, because you are drawing; when teacher gets angry with the group, you might be excluded of the bad behavior they have just because you are silent; but not because you are doing a good performance. Therefore, according to the group, you are not that chatty, but you are either doing the proper performance. However the rater will only get the idea that your behavior is not as bad as other, thus, you will be rate higher.
- Solution: The rating should reflect the task requirement performance, not according to other people attitude.

Similar-to-Me / Different-from-Me

- Problem: Sometimes, ratters are influenced by some of the characteristics that people show. Depending if those characteristics are similar or different to ratters' one, they would be evaluated differently.
- Example: A manager with higher education degree might give subordinates with higher education degree a higher appraisal than those with only bachelor's degrees.
- Solution: Try to focus on the performance the employee is doing regardless the common characteristic that you have

Sampling

- Problem: When the rater evaluates the performance of an employee relying only on a small percentage of the amount of work done.
- Example: An employee has to do 100 reports. Then, the manager takes five of them to check how has the work been made, and the manager finds mistakes in those five reports. Therefore the manager will appraised the work of the employee as a "poor" one, without having into account the other 95 reports that the manager has not seen, that have been made correctly.

- Solution: To follow the entire track of the performance, not just a little part of it.

We have been looking one by one the possible solutions to each of the situations, which are also complicated to put into practice, thus here we have a general solution that could be apply to all the possible rating errors. It is difficult to minimized rater errors, since we are humans and we are not objective. Moreover, sometimes, we are not aware of our behavior of having preferences towards people but there are some tools in order to have a more objective information as using available technology to track performances and record it which enables manager to have some objective information about the process.

Precautions:

1. Subjectivity of appraisal: appraisal may become subjective and thus difficult to effectively measure.
2. Personal bias: appraisal may be influenced by personal bias to some person or some activity.
3. Ignoring creativity and some other qualities: appraisals usually measure only those things which they are designed to. Whenever you go by some structured instrument, it has its limitation of measuring only those items, for which it is designed, not something in Toto.
4. Focus on short term goals: to get good appraisal scores, employees tend to focus on early returns/results and thus focus on short term achievements and ignoring long term investment of efforts which may give better long term results.
5. Errors in judgment: even best skilled supervisors may err in judging people. Such erroneous judgment may lead to wrong appraisal.
6. Negative perception: people may take feedback in a negative manner. They may feel appraisal to be a fault finding activity only. They may not be benefitted by the feedback, but as they have felt hurt, may become even more resistant to change.
7. Legal issues: if one takes actions based on performance appraisal, and the employee file a legal suit, we should have sound base to defend our action before court of law.

Who, when, how:

Who carries out performance appraisal?

It is but natural that such activity should be carried out by immediate supervisor, who closely observes functioning of the employee. But if such supervisor is very lower level

person in hierarchical tree, such responsibility should be given to some reasonably senior level person, who understands importance of such activity and is well equipped to do so. It is reasonable to get such appraisal verified by next level supervisor to the person carrying out such activity.

When to carry out performance appraisal?

This has to be a regular activity carried out at regular interval. Interval may be fixed according to requirement. Usually it is performed at yearly interval. This is adequate time interval for almost all purposes.

However, it may require to be performed more frequently when we are dealing with new recruit. We need to appraise performance more frequently, say quarterly in case of new employee who is supposed to be confirmed or terminated. In specific situations like critical incidence occurring, accidents, adverse comments by supervisors, training needs identified, recent training taken; these are indications when more frequent appraisal is required.

Methods of appraisal -Some of the techniques used in Performance Appraisal are:

Quantitative method: If there were some quantitative targets, whether they were achieved? This is a simple way to assess functioning of an employee. Thus production, output etc. are taken into consideration for this kind of performance appraisal.

Global Essays and Ratings-The rater is asked to provide an overall estimate of performance based upon narrative to a question such as "What is your overall evaluation of this individual's performance for the past year"? With the subjectively in this technique, it has serious limitations.

Trait-rating Scales-Graphic or trait-rating scales usually comprise a list of personality traits on which a rater will be required to indicate on a numerical scale the degree to which the individual being appraised possesses these traits. However these scales are extremely vulnerable to errors such as halo, strictness, leniency, and central tendency that severely affect the validity and reliability of the ratings.

Ranking Procedures -"In such a procedure, you are required to provide an overall evaluation of performance either by checking one of the following categories: Top 1 %, Top 3%, Top 5%, Top 10%, Top 30%, Top 50% (Typical), Bottom 30%, Marginal, and Unsatisfactory. Although ranking procedures often show reasonable inter-rater reliability and eliminate other rating errors such as central tendency, they are typically not based on specifically defined measures of job-relevant performance.

Critical Incident Methods-While using a critical incident method, you must document the positive and negative behavioural events that have occurred during a given

performance period. The objective is that you can use this information to review performance as a series of positive negative behaviours related to a job. This approach requires a great deal of inference on your part as a rater to determine which incidents are critical to job performance, and hence subject to all the problems relating to subjective judgments.

Behaviour based Scales -Behavioural Anchored Rating Scales (BARS) are descriptions of various degrees of behaviour with regard to a specific performance dimension. The behaviours, specifically defined, provide you the anchors for rating scales. Although these scales represent job-relevant dimensions of performance, they still pose problems for you in determining which actually observed behaviours match with specifically anchored performance scales. Despite this difficulty, BARS are a significant improvement, since they require less inference on your part as a rater than traditional trait-rating approaches.

How to perform performance appraisal:

There are many ways to carry out performance appraisal. They are:

1. Self appraisal: Here employee himself appraises his/her own performance. Here, employee gets a chance to evaluate himself and get feedback, which s/he may not like to get from others. Here the person gets a chance to put his/her case. Some aspects may be highlighted, which may not be surfaced otherwise. Giving a fair chance to employee is to highlight his/her special activities to the superiors. This is particularly important if appraisal is done using structured instrument like checklist or questionnaire. Only problem here is that the person may try to glorify trivia and try to show only one side of the coin, frequently highlighting negative aspects of management.
2. Peer appraisal: Here, colleagues are asked to appraise their colleague's performance. Here, the problem may arise that all employees may say good words for colleagues, but yet it is a good self learning exercise. This and the previous exercise gives excellent opportunity for self realization. Also gives management an opportunity to understand issues from employees' perspective.
3. Appraisal by supervisor: This is most practiced method of appraisal. Here the supervisor, who is closely observing the employee and hence is in the best position to appraise. If a supervisor is equipped with instrument like checklist or questionnaire and give some training to appraise, both quality and quantity can be evaluated. Only problem with such appraisal is personal bias or favoritism.

Management group appraisal-In this scheme a manager and two or more others at his level can appraise the manager's subordinate. Such a scheme can eliminate personal bias and bring out some key points of performance, noticeable only to a superior, being overlooked in everyday routine.

Staff-group appraisal-In this scheme, the staff man regularly sits in with a group of managers appraising subordinates, and coordinates the associated records and other paperwork. By having an 'outsider' present to coordinate the procedures, the element of personal bias in the appraisal is likely to be reduced. The main disadvantage of this type of scheme is that the staff man may play too prominent a role and thus management will not consider appraisal as part of their job.

Committee appraisal-The committee appraisal is one where the same group appraises all the members of a subordinate group. The advantage of this approach is that it provides an opportunity for uniform comparisons. The major disadvantages are that it can detract attention from the individual and hence place less emphasis on development than other types of schemes.

360 Degree Feedback

360 degree reviews add another layer of information to what is normally provided in a typical performance review. The 360 degree review includes input from many other individuals of all different levels within a company who interact with the employee.

Historically, companies that used 360 degree appraisals found the biggest disadvantage was the time involved to select reviewers, fill out paper forms and analyze the various information gathered.

Success Factors' web-based software automates many of these time-consuming processes: a writing assistant helps you articulate meaningful goals, a legal scan highlights non-compliant language, the system also allows for anonymous feedback from peers and final results can be automatically routed to your Human Resources Department.

A Multiple appraisal can, to some extent, overcome the danger of personal bias, since it requires several people at the same or different levels of responsibility to appraise an individual separately. The results are coordinated by a staff specialist and then sent to the manager concerned for him to consider the appraised subordinate. However, the lack of an opportunity for discussion can lead to an unbalanced appraisal.

Process:

Following are the steps suggested:

1. Targets, goals etc. should be fixed in advance, at the beginning of period under appraisal activity, say beginning of year. This requires active participation of employee. He is not a person who carries out the order, but a part of decision making process. He exactly knows what is expected out of him and how is he going to be evaluated. In other words, set performance standards.
2. If employee was not a part of decision making, he is explained what is expected out of him. In other words, inform employee of such standards.
3. Allow performance under supervision.
4. Assess performance using agreed upon performance standards and process.
5. Discuss results with employee. Provide feedback. This feedback should be developmental and not critical. Good points, strength etc. of employee are discussed at first so that s/he is receptive for accepting feedback. Now suggestions for improvement are given. Help is offered. And the cycle goes on.

Chapter 8:

CONFLICT MANAGEMENT

Learning Objectives:

1. To understand what is conflict & what are its causes
2. To understand various reaction styles to various conflicting situation
3. To be able to resolve conflict.

Conflict: Friction between or within individuals or groups due to differences in ideas, opinions, beliefs, values, needs or objectives.

Understanding the Causes of Workplace Tension

You've just arrived at your office, which you share with a colleague, and it looks as if it's going to be another frustrating day.

Your side of the office is neat as a pin and incredibly well organized.

You always arrive at work on time and you take care not to talk loudly when you're on the phone, so that you don't disturb your office mate.

Your colleague, however, is the exact opposite.

Empty cups and stacks of dusty files litter his side of the office. He often rushes into the office late, and he sometimes puts the radio on while he's working, which breaks your concentration. You love your work, but dread coming into the office every day, simply because you don't like sharing your space with your colleague. He drives you crazy, and you often argue.

If you thought about it, you'd quickly recognize that there's conflict between you because the two of you have completely different working styles. Once you'd realized this, you'd have a starting point for thinking about how you could work together more effectively.

All of us experience conflict like this at work. Conflict can be useful, since it can push conflicting parties to grow and communicate, and it can improve conflicting ideas. However, this can only happen if we understand why the conflict is there in the first place. Once we've identified the root of the problem, we can take the right steps to resolve it.

In this article, we'll look at eight common causes of conflict in the workplace, and we'll explore how you can use them to manage conflict more effectively.

Bell and Hart's Eight Common Causes of Workplace Conflict

About the Eight Causes

According to psychologists Art Bell and Brett Hart, there are eight common causes of conflict in the workplace. Bell and Hart identified these common causes in separate articles on workplace conflict in 2000 and 2002.

The eight causes are:

1. Conflicting resources.
2. Conflicting styles.
3. Conflicting perceptions.
4. Conflicting goals.
5. Conflicting pressures.
6. Conflicting roles.
7. Different personal values.
8. Unpredictable policies.

You can use this classification to identify possible causes of conflict. Once you've identified these, you can take steps to prevent conflict happening in the first place, or you can tailor your **conflict resolution** strategy to fit the situation.

How to Use the Tool

Let's take a closer look at each of the eight causes of workplace conflict, and discuss what you can do to avoid and resolve each type.

1. Conflicting Resources

We all need access to certain resources – whether these are office supplies, help from colleagues, or even a meeting room – to do our jobs well. When more than one person or group needs access to a particular resource, conflict can occur. Eg: computers or books in a library.

If you or your people are in conflict over resources, use techniques such as **Win-Win Negotiation** or the **Influence Model** to reach a shared agreement.

You can also help team members overcome this cause of conflict by making sure that they have everything they need to do their jobs well. Teach them **how to prioritize** their time and resources, as well as **how to negotiate** with one another to prevent this type of conflict.

If people start battling for a resource, sit both parties down to discuss openly why their needs are at odds. An open discussion about the problem can help each party see the other's perspective and become more **empathic** about their needs.

2. Conflicting Styles

Everyone works differently, according to his or her individual needs and personality. For instance, some people love the thrill of getting things done at the last minute, while others need the structure of strict deadlines to perform. However, when working styles clash, conflict can often occur.

To prevent and manage this type of conflict in your team, consider people's working styles and natural **group roles** when you build your team.

You can also encourage people to take a personality test, such as the **Myers-Briggs Personality Test**. This can help them become more accepting of other people's styles of working, and be more flexible as a result.

3. Conflicting Perceptions

All of us see the world through our own lens, and differences in perceptions of events can cause conflict, particularly where one person knows something that the other person doesn't know, but doesn't realize this.

If your team members regularly engage in "turf wars" or gossip, you might have a problem with conflicting perceptions. Additionally, negative performance reviews or customer complaints can also result from this type of conflict.

Make an effort to eliminate this conflict by **communicating** openly with your team, even when you have to share bad news. The more information you share with your people, the less likely it is that they will come up with their own interpretations of events. (Lack of communication)

Different perceptions are also a common cause of office politics. For instance, if you assign a project to one person that normally would be someone else's responsibility, you may unwittingly ignite a **power struggle** between the two. Learn how to navigate **office politics**, and coach your team to do the same.

4. Conflicting Goals

Sometimes we have conflicting goals in our work. For instance, one of our managers might tell us that **speed** is most important goal with customers. Another manager might say that in-depth, **high-quality service** is the top priority. It's sometimes quite difficult to reconcile the two!

Whenever you set goals for your team members, make sure that those goals don't conflict with other goals set for that person, or set for other people.

And if your own goals are unclear or conflicting, speak with your boss and **negotiate** goals that work for everyone.

5. Conflicting Pressures

We often have to depend on our colleagues to get our work done. However, what happens when you need a report from your colleague by noon, and he's already preparing a different report for someone else by that same deadline?

Or two seniors have given you two different tasks to be completed by evening however you can do only one in that time interval.

Conflicting pressures are similar to conflicting goals; the only difference is that conflicting pressures usually involve urgent tasks, while conflicting goals typically involve projects with longer timelines.

If you suspect that people are experiencing conflict because of clashing short-term objectives, reschedule tasks and deadlines to relieve the pressure.

6. Conflicting Roles

Sometimes we have to perform a task that's outside our normal role or responsibilities. If this causes us to step into someone else's "territory," then conflict and power struggles can occur. The same can happen in reverse – sometimes we may feel that a particular task should be completed by someone else. Or In a cricket team the roles of all members are fixed – ballers, Batsmen, Wicket – keeper, etc. if ballers are promoted up to do batting or if batsmen are promoted to do balling or any other player does wicket-keeping they will threaten each other's existence in the team. This will ultimately lead to conflict

Conflicting roles are similar to conflicting perceptions. After all, one team member may view a task as his or her responsibility or territory. But when someone else comes in to take over that task, conflict occurs.

If you suspect that team members are experiencing conflict over their roles, explain why you've assigned tasks or projects to each person. Your explanation could go a long way toward remedying the pressure.

You can also use a **Team Charter** to crystallize people's roles and responsibilities, and to focus people on objectives.

7. Different Personal Values

Imagine that your boss has just asked you to perform a task that conflicts with your ethical standards (any act that is unethical). Do you do as your boss asks, or do you refuse? If you refuse, will you lose your boss's trust, or even your job?

When our work conflicts with our personal values like this, conflict can quickly arise.

To avoid this in your team, practice **ethical leadership** : try not to ask your team to do anything that clashes with their values, or with yours.

There may be times when you're asked to do things that clash with your personal ethics.

8. Unpredictable Policies

When rules and policies change at work and you don't communicate that change clearly to your team, confusion and conflict can occur.

In addition, if you fail to apply workplace policies consistently with members of your team, the disparity in treatment can also become a source of dissension.

When rules and policies change, make sure that you communicate exactly what will be done differently and, more importantly, why the policy is changing. When people understand **why the rules are there**, they're far more likely to accept the change.

Once the rules are in place, strive to enforce them fairly and consistently.

Tip:

Although Bell and Hart's Eight Causes of Conflict provide a useful framework for identifying common causes of conflict in the workplace, they don't explore how to deal with conflict. So make sure that you know **how to resolve conflict** effectively, too.

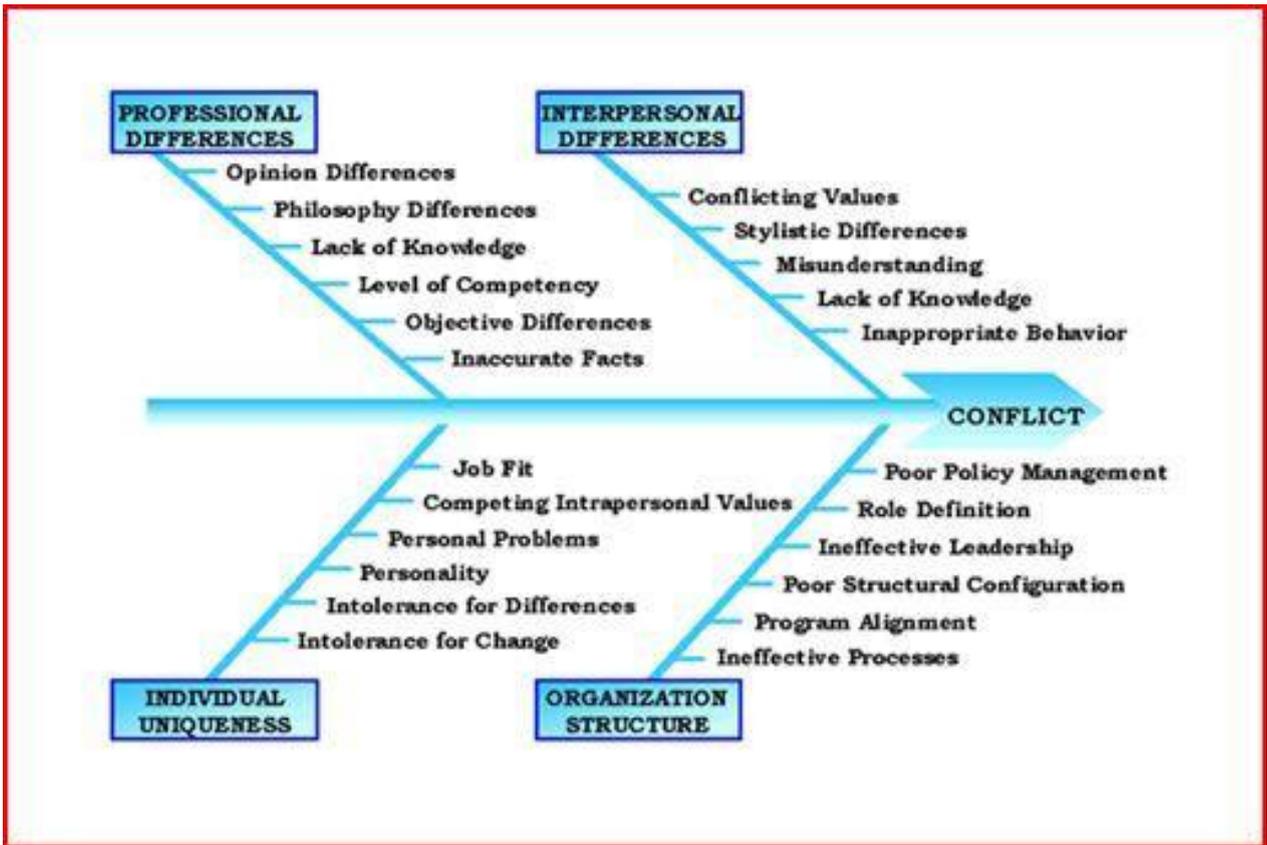
Key Points

Psychologists Art Bell and Brett Hart identified eight causes of conflict in the early 2000s.

The eight causes are:

1. Conflicting resources.
2. Conflicting styles.
3. Conflicting perceptions.
4. Conflicting goals.
5. Conflicting pressures.
6. Conflicting roles.
7. Different personal values.
8. Unpredictable policies.

You can use these to recognize the root cause of conflict between people. In turn, this can help you devise effective conflict resolution strategies, and create a workplace that's not disrupted by tension and disharmony.



Conflict Resolution

Resolving Conflict Rationally and Effectively

In many cases, conflict in the workplace just seems to be a fact of life. We've all seen situations where different people with different goals and needs have come into conflict. And we've all seen the often-intense personal animosity that can result.

The fact that conflict exists, however, is not necessarily a bad thing: As long as it is resolved effectively, it can lead to personal and professional growth.

In many cases, effective conflict resolution can make the difference between positive and negative outcomes.

The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as getting benefits that you might not at first expect:

- **Increased understanding:** The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.
- **Increased group cohesion:** When conflict is resolved effectively, team members can develop stronger mutual respect and a renewed faith in their ability to work together.
- **Improved self-knowledge:** Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination.

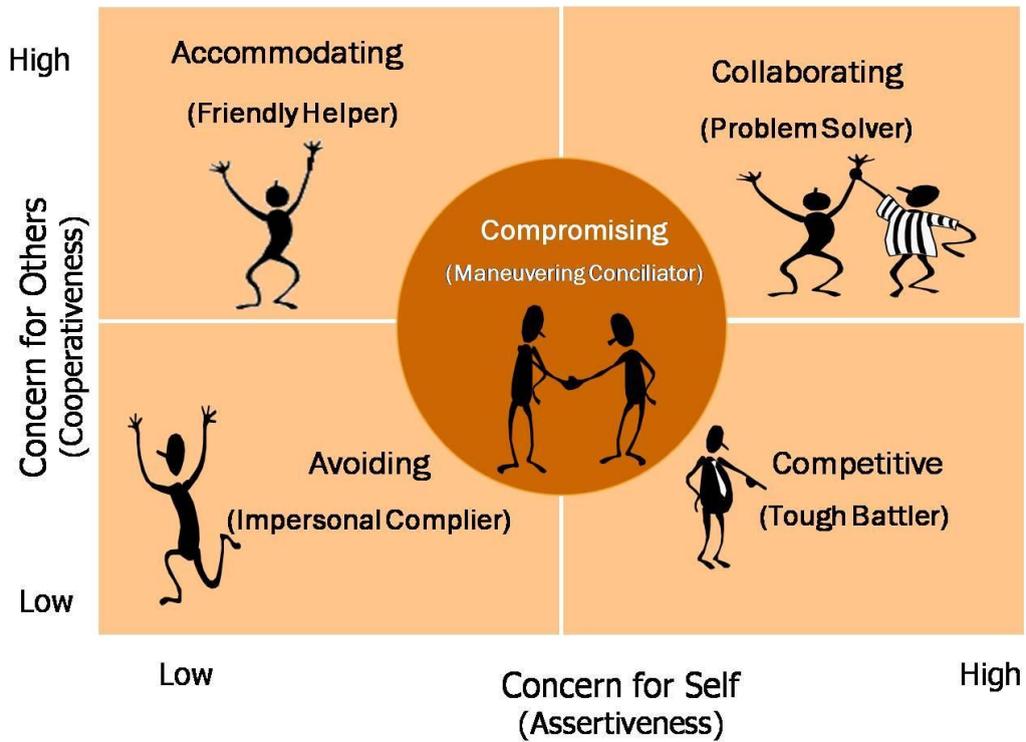
If you're to keep your team or organization working effectively, you need to stop this downward spiral as soon as you can. To do this, it helps to understand two of the theories that lie behind effective conflict resolution:

Understanding the Theory: Conflict Styles

In the 1970s Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflict that vary in their degrees of cooperativeness and assertiveness. They argued that people typically have a preferred conflict resolution style. However they also noted that different styles were most useful in different situations. They developed the Thomas Kilmann Conflict Mode Instrument (TKI) which helps you to identify which style you tend towards when conflict arises.

Thomas and Kilmann's styles are:

CONFLICT HANDLING INTENTIONS



Competitive: People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

Collaborative: People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

Compromising: People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something, and the compromiser him- or herself also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

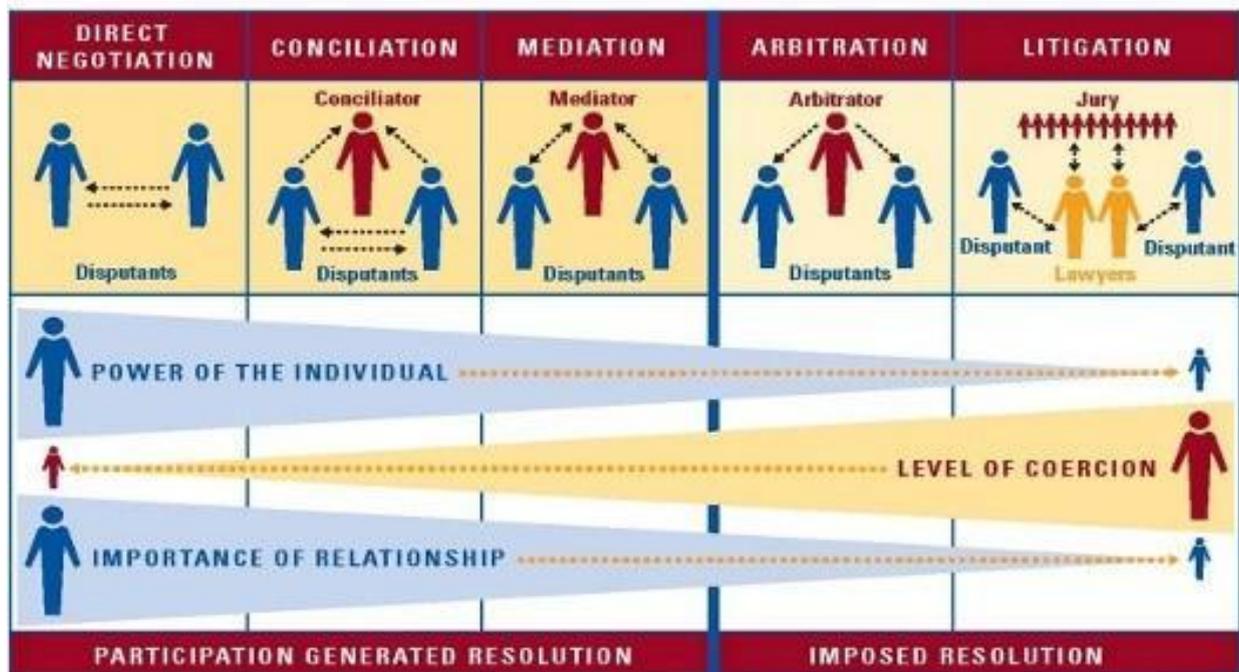
Accommodating: This style indicates a willingness to meet the needs of others at the expense of the person's own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favor" you gave. However people may not return favors, and overall this approach is unlikely to give the best outcomes.

Avoiding: People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take. Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you're in. You can also think about your own instinctive approach, and learn how you need to change this if necessary.

Ideally you can adopt an approach that meets the situation, resolves the problem, respects people's legitimate interests, and mends damaged working relationships.

Different levels/ways of conflict management:

The figure below describes different levels at which conflict is resolved.



Understanding the Theory: The "Interest-Based Relational Approach"

The second theory is commonly referred to as the "Interest-Based Relational (IBR) Approach". This type of conflict resolution respects individual differences while helping people avoid becoming too entrenched in a fixed position.

In resolving conflict using this approach, you follow these rules:

- **Make sure that good relationships are the first priority:** As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure.
- **Keep people and problems separate:** Recognize that in many cases the other person is not just "being difficult" – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.
- **Pay attention to the interests that are being presented:** By listening carefully you'll most-likely understand why the person is adopting his or her position.
- **Listen first; talk second:** To solve a problem effectively you have to understand where the other person is coming from before defending your own position.

- **Set out the "Facts":** Agree and establish the objective, observable elements that will have an impact on the decision.
- **Explore options together:** Be open to the idea that a third position may exist, and that you can get to this idea jointly.

By following these rules, you can often keep contentious discussions positive and constructive. This helps to prevent the antagonism and dislike which so-often causes conflict to spin out of control.

Using the Tool: **A Conflict Resolution Process**

Based on these approaches, a starting point for dealing with conflict is to identify the overriding conflict style employed by yourself, your team or your organization.

Over time, people's conflict management styles tend to mesh, and a "right" way to solve conflict emerges. It's good to recognize when this style can be used effectively, however make sure that people understand that different styles may suit different situations.

Look at the circumstances, and think about the style that may be appropriate.

Then use the process below to resolve the conflict:

Step One: Set the Scene

If appropriate to the situation, agree the rules of the IBR Approach (or at least consider using the approach yourself.) Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use **active listening** skills to ensure you hear and understand other's positions and perceptions.

- Restate.
- Paraphrase.
- Summarize.

And make sure that when you talk, you're using an adult, **assertive** approach rather than a submissive or aggressive style.

Step Two: Gather Information

Here you are trying to get to the underlying interests, needs, and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem.

Try to understand his or her motivations and goals, and see how your actions may be affecting these.

Also, try to understand the conflict in objective terms: Is it affecting work performance? damaging the delivery to the client? disrupting team work? hampering decision-making? or so on. Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view.
- Identify issues clearly and concisely.
- Use "I" statements.
- Remain flexible.
- Clarify feelings.

Step Three: Agree the Problem

This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution.

Sometimes different people will see different but interlocking problems – if you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorm Possible Solutions

If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a Solution

By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

However you may also have uncovered real differences between your positions. This is where a technique like **win-win negotiation** can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: Be Calm, Be Patient, Have Respect.

Key Points

Conflict in the workplace can be incredibly destructive to good teamwork.

Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is threatened. This is particularly the case where the wrong approaches to conflict resolution are used.

To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.



Chapter 9:

COMMUNICATION, CO-ORDINATION AND CONTROL IN HEALTH

Learning objectives: the participants are expected

1. To understand the importance of communication, co-ordination & control in health set up.
2. Perceive the barriers in effective communication
3. Know the principles in co-ordination & control

Communication is part of every managerial function. It connotes behaviour, gestures, spoken words, written instructions and skills of perceiving, listening, explaining etc. It is basically a two way process between people. Effective communication envisages lot of empathetic behaviour on the part of both sender and receiver. We not only communicate our words, ideas but also feelings. Effective communication takes place if the message intended is decoded accordingly. Often feedback is missing which causes confusion. In communication between an educated health worker and a villager often there is noise and distortion. The role of feedback is very crucial and significant in these situations. Within the organization you can have lateral communication between team members and bottom up and top down communication. The barriers to communication could be semantic, psychological conditions, ineffective message, channel, preparedness, and credibility of the source. To make communication effective one should:

- Keep message brief and to the point
- Practice listening attentively, listen for main ideas
- With hold value judgments
- Attend to behavioural cues as well
- Say enough but leave something unsaid
- Say what you mean or feel
- Seek feedback
- Clarify if you are in doubt.

Communicating and Counseling the Employees

Communicating the Employees

A lot of face to face communication occurs between supervisor and his subordinates or peers while planning, deciding, training or counselling. He may talk to them individually or in a group or during staff meetings or through notes, instructions and reports. In this process of communicating there are three key elements:

- I) the sender
- ii) The receiver
- iii) The medium

A) Factors Influencing the Sender

I) Purpose of Intent: Suppose supervisor has to communicate a bad message. He may say, "Prabha, have your seat. I have something to talk to you. We had recommended your promotion. There was a representation from Mr. Madhav to headquarters regarding fixing S.C. quota. Sorry! In that process the post has been earmarked as reserved." (You can see how supervisor tried to relax the individual before going into something that may be unpleasant.)

II) Image Control: The way sender wants to present himself personally. Typically desirable images of health care personnel are those of being intelligent, powerful, helpful etc. ANM tells, "You are safe in my hands. I have conducted quite a good number of such deliveries."

III) Emotions: Sender consciously and unconsciously sends his/her state of mind, sentiments, opinion too, "You can leave if you like. But I find that this N.G.O. offers good salary and working conditions better than government. It is a joy to work for them."

IV) Feelings: Often feelings surface in tone of our voice, choice of words, posture, and proximity/distance with the sender. A clam, well modulated voice expresses a feeling of confidence. The feelings of trust and respect are communicated by one's ability to encounter the worker in such a way.

b) Factors Influencing the Receiver

I) Message Perception: There is a problem between Head Nurse and Housekeeping people. M.S. (Medical Superintendent) tells to AMS (Assistant Medical Superintendent) "Please straighten it out before you go for lunch." M.S. is communicating within realm of normative reality. Exactly what does 'straight it out' means. How much authority does he as AMS has? Are there any guidelines to follow? The message implied that receiver knows what to do. But the sender perceives his/her role will determine how the situation will be straightened out.

II) Language: Language is used for both written and verbal communication. Language consists of words. Words may have different meaning for certain people. For health care professional the term O.B. has a different meaning than for a management specialist (Obstetrics/organizational behaviour). Such usage may cause misunderstanding.

III) Status: Status refers to the relative ranking of an individual in a group. Some individuals have a higher status than others and this affects the way in which people communicate with them.

Often one may talk frank about the problems of the department among peers but not with the Head. A supervisor should try to enable his workers to transact from Adult to Adult ego levels of each other rather than parent to child.

c) Media

The individual seeks to choose the most proper and expedient medium for sending the message. He can do so via self like-Role Model, pictures, written notes or reports, verbal messages or non-verbal mode like-gestures, eye contact, gait, body language etc. or the physical formal and informal channels.

d) Communication Flows

In health care organization there are four basic communication flows through which message can be passed: downward, upward, lateral and diagonal

Downward: from supervisors to subordinates-directives, face to face conversation, bulletin board.

Upward: from subordinate to immediate superior-feedback reports, presenting the subordinates problems to next senior.

Lateral and Diagonal: Lateral communication takes place among peers or people of the same level of hierarchy. It is largely used to promote job coordination or team-work.

Chief Medical Officer-I directly talking to Deputy Chief Medical Officer II rather than through Block Medical Officer. Diagonal communication occurs between people who are neither in same unit nor on the same level of hierarchy. Head nurse is well known to Medical Superintendent. To save time she calls on the latter and asks for some assistance. These methods of cutting across the boundaries of units are not only timesaving but are in complete accord with effective management practices. However, they can be dangerous as they work against the time of command. This type of communication should be supported so long as one:

- Obtains permission from his/her direct supervisor.
- Informs the supervisor of any significant result of the cross communications.

e) Effective Communication

As per supervisor to make your communication effective you must practice to:

- I) **Attending:** In attending the greatest problem before a manager is of message compilation-a phonic call, memos to be read, reports to be screened and listening to subordinates who need assistance.
- II) **Understanding:** It's always desirable to ask the subordinates to paraphrase or verbalize what has been discussed and manager should later summarize.
- III) **Accepting:** Acceptance takes place when a receiver is willing to go along the message. When an employee refuses or denies to comply with, the manager must recognize it and deal accordingly. He should neither coerce nor bury the issue rather explore further.
- IV) **Acting:** action implies that receivers follow up and do what has been requested. It is not so simple as someone is requested to write a report. He may start doing so and finds that some of the key data is not available. This is where the feedback part of the communication process comes in. Remember that sender's responsibility does not end until the desired action is completed.
- V) **Use simpler language:** language should be simple and easily understandable.
- VI) **Employing empathy:** empathy means deep understanding of others identifying with their thought, feelings, and sharing their joy, their pain and indeed empathetic communicators know each other so well that they can predict the responses to their messages.

- VII) **Learning to receive and give feedback:** for effective communication two way feedbacks is essential.

Example of receiving feedback:

Manager: you have given me something to think over. I would welcome any other idea you might have. I think the proposed reorganization is fine. What do you think? I see.....right. Go on.....

Example of giving feedback:

Manager: I do not approve of your behaviour in yesterday's meeting. Please try to be polite to your junior colleagues as well.

VIII) **developing effective listening habits:** try to complete the gap between your listening and thinking. Evaluate the relevance of ideas, opinions expressed and listen for the intended meaning. Be and giving feedback in the form of facial expression, smile, body language etc.

Steps of effective communication: a good supervisor in order to communicate effectively should be following rules of the four step process:

i) Planning for communication

- 1) Clarify your ideas before communicating.
- 2) Examine the true purpose of communication.
- 3) Take the environment and audience into consideration.
- 4) Plan your communication, take advice from others too if required

ii) Messages

- 1) Be aware of the basic content and overtones of the message.
- 2) Convey meaningful information in unthreatening way.
- 3) Communicate with the future as well as present in the mind. Think of both long run and short run consequences.

iii) Feedback

Follow -up the communication. Receive feedback and give feedback.

iv) Action

- 1) Support your words with deeds. Never send order for others to follow which you yourself disregard. See that people act on what they are communicated.
- 2) Become a good listener.

CO-ORDINATION

Implementation is actually doing the work. Implementation is what happens between planning and evaluation. Good managers always focus on implementation.

In implementation, coordination is very much necessary. Coordination as a verb means to bring into proper order or relation. Coordination means an orderly arrangement of group effort to provide unity of action in pursuit of a common objective. There is need in certain activities to bring together more than 2 or 3 persons and guide direct them to divided responsibilities and work with team spirit for a common objective. Coordination is thus overall management function that integrates planning, organizing, directing, controlling into a unified action.

Principles of Coordination

Coordination is a management function. Top management has to create the right conditions to make effective coordination possible, and then managers and supervisors all have the responsibility of ensuring that it works. The following are some of the consideration involved in creating the right conditions for effective coordination.

1. An effective organization structure with established systems and procedures.
2. Planned objectives translated into programmes for implementation.
3. The assignments of responsibilities to persons for carrying out the programme with accountability for performance.
4. Correct and adequate information on the programmes.
5. Periodic progress reports in an agreed format.

E.g. At a primary health coordination is required in many situations. For example, a number of staff doing different jobs in the OPD clinic are working for the common goal of delivering health care to those who come to the clinic. Staff activities need to be coordination so that the work goes on smoothly and patients receive proper treatment. The doctor is the person responsible for coordinating the activities of the staff in the OPD.

If he coordinates with other departments he will be able to get better support for the health programme. For example good nutrition means coordinating with the agricultural department. School health services require training the teachers, which means coordinating with the BDO and DEO. Medical officers often feel shy about going to another department seeking help. The attitude must change. Medical officer should not feel too proud to seek help, because, as mentioned already.

Medical officer to coordinate with voluntary organizations, private practitioners, and others who can contribute to the health programmes. Lions, Rotary village health committee, Mahila Mandals, Youth clubs, etc., which with proper training and motivation can take responsibility for health problems and their solution.

Intersectoral Coordination

No sector involved in socio-economic development can function properly in isolation.

CONTROL

The aim of control is to assure that the results of the operation conforms as closely as possible to the established goals.

Control consists in verifying whether everything occurs in conformity with the plans adopted, the instructions issued & principles established.

Control Process:

- A. Establishment of Health Standards: IPHS, NABH, Health Centre/population, Health personnel/population.
- B. Measurement of performance: measurement against standards. Measurements must be objective.
- C. Compare between performance & Goals: E.g.: MDG, Five Year Plans
- D. Determination of Reasons for differences: - personnel related, financial related, procedural, structural, etc.
- E. Correction: based on cause necessary corrections needs to be done.

More on Control process will be given to you in your Last module on Monitoring & Evaluation.

Modules & Chapters

Post Graduate Certificate Course in Health System and Management

Module 4 : Basics of Human Resource Management	
1	An Introduction To Human Resources In Health
2	Human Resources Development
3	Organisation
4	Team Building
5	Motivation
6	Manager As A Leader
7	Performance Appraisal
8	Conflict Management
9	Communication, Co-Ordination And Control In Health
Module 5 : Material Management and Health Economics	
1.A	Inventory Control
1.B	Inventory Procurement
1.C	Techniques of Inventory Control
1.D	Machines & Material Management
2.A	Glossary of selected terms used in Health Economics
2.B	Concept of Health Economics
2.C	Financial Management for Health
2.D	Financing health care for all: challenges and opportunities in India
2.E	Budgeting, Accounting, Auditing, Medical Audit
Module 6 : Monitoring & Evaluation and Quality in Healthcare	
1	Monitoring & Evaluation
2	Quality in Healthcare
3	Information Technology in Public Health
4	Drug Logistics Information Management System (DLIMS)

POST GRADUATE CERTIFICATE COURSE IN HEALTH SYSTEM AND MANAGEMENT

Aim

PGCHSM is aiming to develop comprehensive knowledge and skills in the Health System and Management.

Objective

1. To equip students with an overall perspective on health system
2. To improve leadership skills in public health and create good health managers
3. To inculcate interdisciplinary approach to problem solving skills in public health

About Course

Module 1: Introduction to Public Health

Module 2: Basics of Health System and Health Care Delivery

Module 3: Basic of Management and Planning

Module 4: Organization and Human Resource Management

Module 5: Material Management in Health

Module 6: Monitoring and Evaluation in Health System & Health Economics

Student Speaks

We learned many of the newer knowledge and skills about Health System & Management.

- Dr. Snehal Vaghela

Sessions of Resource Persons who had worked in the field were very interesting. We came to know about field realities and practical solutions.

- Dr. Kanan Desai

Contact sessions were interactive and we got maximum insights and understanding about Health System & Management during these sessions.

- Dr. Jaimin Patel

Assignments were framed in completely different ways. They require more thought process and field understanding than mere book knowledge.

- Dr. Ankit Sheth