

Unit 6

Directing Function

6.1 Meaning of Directing

Directing is a management function which deals with what managers do to employees or cause them to do certain activities that lead to the achievement of the objectives of the organization. It includes guidance, supervision, communication, leadership, coordinating and motivating employees for an action.

According to Koontz and O'Donnell, "Direction is the interpersonal aspect of managing by which subordinates are led to understand and contribute effectively to the attainment of enterprise objectives."

According to Urwick and Breach, "Directing is the guidance, the inspiration, the leadership of those men and women that constitute the real core of the responsibilities of management."

6.2 Principles of Direction

1. **Harmony of objectives.** Individuals and organizations have their own objectives. The management should co-ordinate the individual objectives with organizational objectives. Direction should be in such a way that the individuals can integrate their objectives with organizational objectives.
2. **Maximum Individual Contribution.** Every member's contribution is necessary for the organization's development. Hence, the management should adopt a technique of direction which enables maximum contribution by members.
3. **Unity of Direction or Command.** An employee should receive orders and instructions only from one superior. If not so, there may be indiscipline and confusion among subordinates and disorder will ensue.
4. **Efficiency.** Subordinates are requested to participate in the decision making process. Then, they would have a sense of commitment. This will ensure implementation of decisions. It will increase the efficiency of subordinates.
5. **Direct Supervision.** Managers should have direct relationship with their subordinates. Face to face communication and personal touch with subordinates will ensure successful direction.
6. **Feedback information.** Direction does not end with issuing orders and instructions to the subordinates. It is a continuous process. Sometimes, suggestions given by the subordinates are necessary for the development of the management. So, the development of the feedback system furnishes reliable ideas to the management.
7. **Effective Communication.** The superior must ensure that plans, policies and responsibilities are fully understood by the subordinates in the right direction.
8. **Comprehension.** The extent of understanding by subordinates is more important than what and how orders are communicated to them

6.3 Elements of Directing

The directing function of management comprises four elements or sub-functions which include the following:

- 1 Motivation
- 2 Leadership
- 3 Communication.
- 4 Supervision

6.3.1 Motivation

6.3.1.1 Meaning of Motivation

Management is the art of getting things done by others. Getting work done is a difficult task. It is related to human behavior. The success of any organization depends upon the behavior and interest of the employees. The organizational goals are achieved through the right direction of human behavior in a desired manner. This needs motivating employees so that they can exert their maximum effort towards attaining objectives.

Motivation comes from the Latin word „movere“, which means to move.

Motivation is the act of inducing, instigating, inciting or promoting someone to a particular course of action to get the results expected of him/her.

Koontz and O'Donnell defined motivation as, "Motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces that induce an individual or a group of people to work."

Michael J. Jucious defines motivation as, "Motivation is the act of stimulating someone or oneself to get a desired course of action, to push the right button to get the desired action."

6.3.1.2 Characteristics of Motivation

1. **Motivation is unending process.** As man has a number of wants and all wants cannot be satisfied at one time, motivation becomes a continuous task of managers. Human needs are infinite. Motivation is also an ending process just like the satisfaction of wants is an unending process.
2. **Motivation is a psychological concept.** It deals with the psychology of workers. An efficient worker will not perform the work desirably well unless he is properly motivated. Proper motivation is possible only through proper analysis of the psychology of workers.
3. **Motivation is determined by human needs.** In order to motivate, knowing the need of an individual is mandatory. A need that is already satisfied cannot be a motivator.
4. **Motivation is total and not partial.** An individual is motivated fully and not partly because motivation is related to the needs and psychological states of an individual.

5. **Motivation may be financial or non-financial.** Motivation includes increasing wages, allowances, recognition, praise, giving more responsibility and inducing to participate in the decision-making process. The appropriateness of motivation depends on the situations and individual characteristics.
6. **Motivation cannot be applied to a frustrated man.** If a man does not have his basic needs satisfied, he may be frustrated. He may be mentally ill to some extent. Such a frustrated man cannot be motivated unless his basic needs are satisfied.
7. **Motivation may be positive or negative.** Positive motivation means use of incentives. Negative motivation means emphasizing penalties.

6.3.1.3 Importance of Motivation

Two important things are necessary to perform any job: **ability to work and willingness to work**. Motivation is concerned with willingness to work and provides the following advantages to an organization.

1. **Maximum utilization of factors of production.** Through motivation, an organization can utilize the factors of production to the maximum.(Increase in the efficiency and output)
2. **Willingness to work.** Motivation influences the willingness of people to work. A man is technically, mentally and physically fit to perform the work but he may not be willing to work.
3. **Reduced absenteeism.** When people are highly motivated absenteeism would be less.
4. **Reduced labor turnover.** If employees are motivated positively, there is a tendency on their part to stay in the organization.
5. **Availability of right personnel.** If there is proper motivation, efficient personnel would be attracted to the organization.
6. **Building of good labor relations.** If there is positive motivation in the organization, there will be good labor relations.

Motivation serves as a basis of co-operation. Efficiency and output are increased through cooperation. The co-operation could not be obtained without motivation.

7. **Sense of belongingness.** Motivation develops a sense of belongingness. A proper motivation scheme promotes closer friendly relationship between enterprise and workers.

6.3.1.4 Theories of Motivation

1. Scientific Management Approach (by Fredrick W. Taylor)

This model assumed that workers were essentially lazy and that managers understood the worker's job better than the worker. Workers could only be motivated by financial reward and had little to contribute beyond their labor.

2. Reward Vs Punishment or Stick Vs Carrot Theory

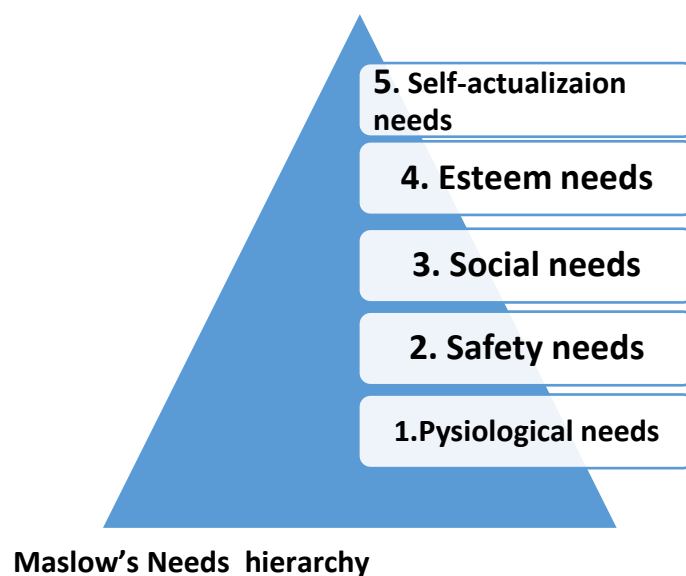
This theory states that if employees perform well reward them if not punish them. The reward/carrot given for "good" behavior could be in the form of money, bonus, titles, special office arrangements, awards, and more power or company cars. The punishment/stick administered for "bad" behavior could be in the form of demotion, undesirable transfers, no pay increase or lack of recognition.

3. The Hawthorn Effect – human relations model

Developed by Elton Mayo and other human relations researchers. They concluded that worker's productivity increases when special attention is given to them; the attention gives them a special status among their peers. Workers attitudes are the key to their motivation, and fair treatment improves their attitude. They believed that managers could motivate employees by acknowledging their social needs and by making them feel useful and important.

4. The Needs Hierarchy of Theory (by Abraham H. Maslow)

Maslow stated that individuals have five needs which he arranged in a hierarchy from the most basic level to the highest: **physiological, safety, social/belongingness, esteem, and self-actualization**



- 1) **Physiological Needs**- They are the basic needs- the need to satisfy hunger, thirst, sleepiness, shelter, and sexual desire.
- 2) **Safety Needs** -They are the needs for physical and economic security.
- 3) **Social/Love Needs** - They are the needs for affection and belongingness.
- 4) **Esteem Needs** - They are the needs for self-respect and recognition
- 5) **Self-Actualization needs** - include the drive to become what one is capable of becoming. These include growth, achieving one's potential, self-fulfillment, etc.

He stipulated that as the first level needs are satisfied the next and higher level needs emerge. He also stated that a satisfied need cannot be a motivator. Once a person satisfies a certain need, that need will not motivate him/her any more.

5. **Participative-Management Approach (by Rensis Likert and his associates)**

They stated that managers who practice effective human relations let lower-level personnel to participate in making decisions that affect them in achieving better cooperation higher motivation and greater productivity. People who do some kind of work want to be consulted about how to do it.

6. **Theory X and Theory Y (by Douglas Mc Gregor)**

Theory X and theory Y each represent different ways in which leaders view employees. They are assumptions only. They are based on intuitive deductions.

Theory X

- Theory X believes that employees are **lazy**, and **uncooperative**
- The average human being has an inherent **dislike for work**, wishes to **avoid responsibility**
- Have relatively **little ambition**, and **wants security** above all
- Most people must be **controlled**, **directed**, and **threatened with punishment**

Theory Y

- Theory Y believes that subordinates **work hard**, are **cooperative**, and have **positive attitudes**.
- The average people do not dislike work
- Control and the threat of punishment are not the only means for bringing out effort toward organizational objectives.
- **Commitment** is a function of **rewards** associated with achievement

7. **ERG Theory (by Clayton Alderfer)**

It is a modification of the needs hierarchy theory that proposes three categories of needs: existence, relatedness and growth needs.

- **Existence needs**- These are the needs for physical wellbeing. They refer to Maslow's fundamental needs plus such factors as fringe benefits in the work place.
- **Relatedness needs** - refer to the needs for satisfactory interpersonal relations with others.
- **Growth needs** - These focus on the development of human potential and the desire for personal growth and increased competence.

This theory is less rigid than Maslow's need hierarchy, suggesting that individuals may move down as well as up the hierarchy, depending on their ability to satisfy needs.

Thus a worker who cannot fulfill a need for personal growth may revert to a lower-order social need and redirect his or her efforts toward making a lot of money. Frustration-regression principle: - The idea that failure to meet a high-order need may cause a regression to an already satisfied lower-order need.

8. Need-based Motivation Theory (by David Mc Clelland and John.W. Atkinson)

They suggested that human beings have three basic motivational needs: power, affiliation and achievement.

Power need is expressed in a strong desire to change or alter the course of events. People who are motivated by power need are often effective speakers, may be argumentative, like communicating and want to exercise highly.

The affiliation need is the need for close interpersonal relationships, belongingness or love.

The achievement need is a twin desire to succeed and not fail. People who have strong achievement need seek challenge, set big goals, work hard and long hours, want to win for the sake of winning.

9. Two-Factor-Motivation Theory (Developed by Frederick Herzberg and his associates)

The two-factor approach to work motivation states that there are hygienic (Maintenance) and intrinsic (motivator) factors in any organization that may or may not motivate an individual.

A. Hygienic or Maintenance Factors : Also known as Dissatisfiers / Extrinsic

They do not in themselves inspire or motivate a person to put forth maximum effort on a job. If they exist in a work environment in high quality and quantity, they yield no dissatisfaction. But their lack of existence would, however, result in dissatisfaction.

They are job factors which are necessary before an individual can be motivated.

Examples:-Working Conditions (safe, clean/hygienic)

- Company policies and administrative practices (fair and clear company policies (not rigid))
- An acceptable salary and benefits (competitive and reasonable),
- Supervision procedures
- Job security/secured jobs
- Status-familiar and retained employee status

-Acceptable interpersonal relationships with one's supervisor, peers and subordinates

- The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction
- The opposite of dissatisfaction is no dissatisfaction

B. Motivator or Intrinsic Factors : Also known as Satisfiers

They are job content factors which are necessary for motivation.

Examples: - Achievement (employees' sense of achievement)

- Recognition (praise and recognition achievement)
- Growth (growth and advancement opportunities)
- Responsibility (giving responsibility/freedom)
- Job Challenge (interesting / meaningful jobs)

Their existence motivates an individual and their absence does not de-motivate an individual.

N. B: Herzberg theorized that hygiene factors must be present in the job before motivators can be used to stimulate the workers.

10. **Expectancy theory (by Victor H. Vroom)**

Expectancy: is the belief that a particular level of effort will be followed by a particular level of performance.

Three keys to the theory:

Motivation = expectancy x instrumentality x valence

- **Expectancy (effort performance linkage):** individual perception of the probability that effort will lead to high performance.
- **Instrumentality (performance output linkage):** individual perception that a given performance lead to a specific outcome
- **Valence:** the value that: perception of individual on the value of various possible rewards and work outcomes.

Since motivation is a function of expectancy, instrumentality and valence managers expected to increase:

a) Expectancy by

- ✓ making the performance level attainable
- ✓ training workers to use their ability (effort)
- ✓ Determining the performance employees desire
- ✓ provide information necessary to complete the task
- ✓ provide good materials and equipment to work with

b) Instrumentality by:

- ✓ linking reward to performance
- ✓ communicating performance outcome possibilities
- ✓ demonstrating what rewards are contingent on performance

c) Valence by:

- ✓ Determining the reward valued by each employee
- ✓ Adjust rewards to match these needs
- ✓ Providing adequate reward

11. Reinforcement Theories (by B.F. Skinner and others)

In this view, people behave the way they do because they have learned through experience that certain behaviors are associated with pleasant outcomes and others with unpleasant outcomes.

Skinner in his "Motivation through Positive Reinforcement" states that all behavior is a result of a stimulus. Behavior is best modified by deciding what behavior pattern is desired and then selecting and using the stimulus that produces the desired behavior.

Positive reinforcement includes a key to the executive wash room, a large office, a ten-year service pin, a reserved parking space and carpeting the floor of the office in which one works are ways of recognition and thereby status can be conferred.

Guidelines to Effective Motivation

Richard M. Steers and Lyman W. Porter suggest the following guidelines for effective motivation.

- A. Managers must actively and intentionally motivate their subordinates.
- B. Managers should understand their own strengths and limitations before attempting to modify those of others.
- C. Managers must recognize that employees have different motives and abilities.
- D. Rewards should be related to performance, not seniority or other non-merit based considerations.
- E. Jobs should be designed to offer challenge and variety; subordinates must clearly understand what is expected of them.
- F. Management should foster an organizational culture oriented to performance.
- G. Managers should stay close to employees and remedy problems as they arise.
- H. The active cooperation of employees should be sought in improving the organization's output; employees are, after all also stakeholders in the organization.

Basic Factors that Motivate

The following factors are considered as motivators

1. **Challenging Work.** *To motivate personnel to perform at their best, managers should try to make work as challenging as possible, however it should be possible, keeping in mind that what is challenging to one person may not excite another.*
2. **Job Enrichment.** This factor which is also known as **job reform** is the process of designing jobs to make them more interesting, challenging and meaningful. It includes efforts that are planned to make jobs more satisfying such as: giving workers greater freedom in choosing work methods; and letting them plan their work.
3. **Participation in Planning.** The higher in an organization one goes, the more participation in planning becomes a strong motivational force. Even at lower levels participation is important. If an individual is allowed to participate in developing the plan and setting goals to be achieved, he feels important and valuable to the organization. This motivates him in his job.
4. **Recognition and Status.** The desire for recognition and the improved status it brings appears universal regardless of position, age, education and other factors. All of us seem to want approval from our peers as well as from our superiors. Therefore, supervisors should give recognition for a specialized effort offered by subordinates.
5. **More Responsibility and Power.** More responsibility and power satisfies the need for security. The need for security that is the desire to be free from fear of such things as job loss, demotion and loss of income apparently are inherent in all of us. Too little or too much security can be harmful, however.
6. **Independence of Action.** The desire to be one's own boss appears to give more selfreliance than others. Hence, supervisors should give their subordinates freedom to make certain decisions by themselves without referring to their superiors now and then.
7. **Opportunity for Personal Growth.** Growth in skill, professional capability and experience are very important in people's lives. A strong motivational device is to promise and then deliver an opportunity to an individual to grow more skillful as a result of work experience and education.
8. **Good Working Conditions.** Working conditions, which include both physical and psychological factors surrounding a job, vary importance as a motivator.

Finally, the result of motivation is high morale. High morale is a confident, resolute, often selfsacrificing attitude of a group that has strong faith in its leadership and believes organizational goals can be achieved. Low morale is just the opposite. It is characterized by depression, lack of confidence and negative attitude toward the achievement of goals.

6.3.2 Leadership

6.3.2.1 Meaning of Leadership

Leadership is the art of inspiring subordinates to perform their duties willingly, competently and enthusiastically. Leaders are examples or symbols to their subordinates. Therefore, they are expected to lead subordinates by their talent and skill.

According to Koontz and O'Donnell, "Leadership is generally defined as influence, the art or process of influencing people so that they will strive willingly towards the achievement of group goals."

According to the Encyclopedia of Social Sciences, "Leadership refers to the relation between an individual and a group around some common interest and behaving in a manner directed or determined by him (the leader)."

Peter F. Drucker said that, "Leadership is the lifting of man's visions to higher rights, the raising of man's performance to higher standards the building of man's personality beyond its normal limitations."

Leaders can be chosen or appointed. Managers are appointed leaders. Managers should have an ability to lead which is not of course written on the job description but simply an implied one. Leaders are more likely to arise during crises such as war, or depression than when conditions are stable. When people feel threatened they are eager to follow someone who appears able to protect them and return conditions to normal.

6.3.2.2 Need or Importance of Leadership

1. Perfect Organization Structure. An organization structure cannot provide for all kinds of relationships. But the organization structure is complete or perfect with the help of effective leadership and the existence of informal organization is to facilitate this relationship.
2. Directing Group Activities. The main responsibility of a leader is to get the work done effectively.
A leader can consolidate the efforts and direct them towards the goal.
3. Adaptation of technological, economic and social changes. There is a frequent change in technology, economic and social structure in the present computer world. So, the organization should change its operation and style. This is possible only with the help of effective leadership.
4. Better Utilization of Manpower. The leader implements the plans, policies, and programs to utilize the available manpower effectively and get highest production with minimum human cost.

5. Reconciliation of goals. An organization has its own goals. The employees of the organization have their own goals. Employees are working mainly for achieving their goals instead of achieving organizational goals. An effective leadership can reconcile the goals of organizations and employees.
6. Promoting the spirit of co-ordination. A dynamic leader can co-ordinate the activities of the subordinate. In an organization, workers are working in groups, so there is a need for coordination among the group members. A leader promotes the spirit of co-ordination among employees.
7. Developing good human relations. Human relations represent the relations between the leader and the followers (subordinates). An efficient leader can develop the skill of the followers and promote self-confidence apart from motivation. Next, the leader creates opportunity to show their abilities and induces the followers to work towards the accomplishment of goals. In this way, the leader promotes the co-operative attitude of workers and maintains better relations with them.
8. Fulfilling social responsibilities. Social responsibilities refer to the high standard of living to workers, higher productivity and income to the organization, more revenue to the government, reasonable price to consumers and fair return on investment to the investors. These could be achieved with the help of effective leadership. Only efficient leader can get work done to fulfill social responsibilities.

6.3.2.3 Approaches or theories of Leadership

1. The Trait Approach or theory of Leadership

The leader is endowed with natural psychological traits that give him/her advantages over most mortals. Leaders in general as a group have been found to be brighter, more extrovert and more self-confident than non-leaders; they also tend to be taller. This theory is connected to the notion that leaders are born and not made. However, this approach is contested by a number of weaknesses, even though; it was mostly accepted during 1930s and 1950s.

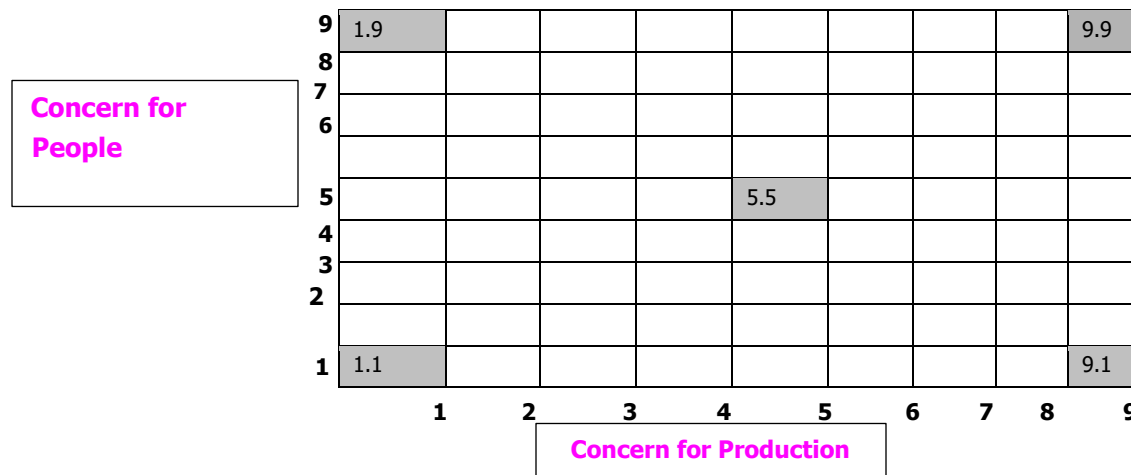
2. The Behavioral Approach or theory of Leadership

Unlike traits, behaviors can be learned and so it follows that individuals trained in appropriate leadership behavior would be able to lead more effectively. Thus, rather than trying to figure out what effective leaders were, researchers tried to determine what effective leaders did, how they delegate tasks, how they communicated with and tried to motivate their subordinates, how they carried out their tasks and so on.

3. Managerial grid theory – describes a manager's leadership style along two dimensions: concern for production and concern for people.

The Managerial/Leadership Grid, developed by Robert Blake and Jane Mouton to help measure a manager's relative concern for people and tasks is depicted below. In the diagram the relative concern of leaders for people and task is depicted in a two dimensional matrix grid.

The vertical line represents concern for people whereas the horizontal line represents concern for production.



Style 1.1 represents an impoverished management: low concern for people and low concern for tasks or production. This style is sometimes called **laissez-faire management**, because the leader abdicates his or her leadership role. Exertion of minimum effort to get required work done is appropriate to sustain organizational membership.

Style 1.9 represents a country club management: high concern for employees but low concern for production. Thoughtful attention to needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo.

Style 9.1 represents task oriented or authoritarian management: It shows high concern for production and efficiency but low concern for employees. Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

Style 5.5 represents a middle-of-the-road management: Here an intermediate amount of concern for both production and employee satisfaction exists. Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.

Style 9.9 represents team or democratic management: It indicates a high concern for both production and employee morale and satisfaction. Work accomplishment is from committed people; interdependence through a „common stake“ in organization purpose leads to relationships of trust and respect.

4.Open System Leadership Theory

According to this theory, leadership can be thought of as a process by which the policies, people, and other resources of an organization can be integrated into a cohesive and effective effort to accomplish goal under the control of a management team that works within a planned framework established by the chief executive.

5. Contingency or Situational Approach to Leadership

This theory assumes that no single leadership style is effective in all situations; situational factors influence the effectiveness of leader behavior. Contingency approach is the view that the management technique that best contributes to the attainment of organizational goals might vary in different types of situations or circumstances. Some of the situational factors that affect the effectiveness of leadership are:

- The leader's personality, past experience and future expectations. Naturally a manager's values, background, experiences and expectations affect his or her style of leadership.
- The expectations and behavior of superiors.
- Subordinate's characteristics, expectations and behaviors.
- Task requirements. Jobs that require precise instructions demand a more task-oriented style than do jobs whose operating procedures can be left largely to the individual employees.
- Organizational culture and policies. The culture and policies of an organization shape the leader's behavior and the expectations of subordinates.
- Peers' expectations and behavior. The opinions and attitudes of a manager's peers can often affect how effectively the manager performs; hostile colleagues may harm the manager's reputation by competing for resources and behaving uncooperatively.

Personal Characteristics of an Ideal Leader

Leadership is an intangible art. The success /effectiveness of leaders can best be judged by the behavior of their subordinates not by what they profess. When subordinates perform well, cooperate effectively and put forth extra effort to achieve group goals, the manager is described as a good leader. When people perform badly, fail to cooperate and do a minimal amount of work the manager is described as a weak or ineffective leader.

The following are some of the personal characteristics of an ideal leader.

- A. **Ability to inspire others.** A leader's charisma is his/her personal qualities of being attractive, extra-special and usually interesting. These qualities enable the leader to be accepted by his/her followers.
- B. **Ability to understand human behavior.** To gain the respect and cooperation of people, it is necessary to understand them and give them the due respect.
- C. **Similarity to the group.** Occasionally, there is a need on the part of managers to look like the group when some kinds of social gathering go on.
- D. **Verbal assertiveness.** An ideal leader is assertive; he/she has the ability to speak up and make people understand him/her.
- E. **Willingness to communicate honestly.** In life, honesty is the best policy. This means, an ideal leader tells the truth; straight forwardness, fairness in conduct and speech, openness and transparency are good and essential qualities.

- F. **Ability to set up example to be followed.** An ideal is diligent. He/she does not behave in a manner that goes against the ethical and cultural standards of the people with whom he/she works.
- G. **Willingness to take risks.** An ideal leader is daring enough to take risks in the right proportion. It is this readiness to take risks that makes organizational life more exciting.
- H. **Willingness to assume responsibility.** An ideal leader does not shun responsibility. He/she knows and takes responsibility that a position entails.
- I. **Willingness to be supportive of personnel.** Occasionally situations force the leader to assume a paternalistic attitude towards personnel that are desperately in problems that they could not overcome without the help of the organization.
- J. **Skill in the art of compromise.** Compromising is one of the techniques of resolving conflicts. An ideal leader needs to master this art.
- K. **Ability to tolerate criticism.** Criticisms are either constructive or destructive. As a leader, a manager has to be able to differentiate the two, accept the constructive, and refute the destructive ones convincingly.

6.3.4 Leadership Styles

Rensis Likert has developed a system for classifying leaders in to four based on their leadership style. They are:

1. **Exploitative – Authoritative Leadership Style**

They are autocratic.

They do not seek the opinions of subordinates.

They make all major decisions independently. They motivate through fear and punishment.

2. **Benevolent – Authoritative Leadership Style**

They have a "big-daddy" approach to leadership.

They sometimes seek advice from subordinates, but make key decisions themselves.

They use both fear and rewards to motivate.

They say to subordinates, "I will treat you all right and see that your needs are met if you play along with the system."

3. **Consultative Leadership Style**

They have considerable confidence in their subordinates.

They delegate extensively.

They encourage subordinates to make recommendations. They rely on rewards more than punishment to motivate.

4. **Democratic or Participative – Group leadership style**

They intentionally seek to involve members of the group in decision making process.

They liberally delegate authority and use rewards, not punishment to motivate.
This leadership style is more effective in achieving group goals than any other style.

5. Laissez-faire style.

These leaders do not have a leadership ability and confidence.
They do not set goals to the group rather the group sets its own goal.

6.3.3 Communication

6.3.3.1 Meaning of Communication

Communication is the art of disseminating information with the objective of bringing some impact on the receiver in a form of behavioral change, reaction, or feedback.

Communication is the process by which information is exchanged and understood by two or more people, usually with the intent to motivate or influence behavior. **Communication is to “share” – not “to speak” or “to write”.**

According to Koontz and O'Donnell, “Communication is an intercourse by words, letters, symbols or messages and is a way that one organization member shares meaning and understanding with another.”

Communication permeates every management functions. For example, when managers perform the planning function, they gather information; write letters, memos, and reports; and then meet with other managers to explain the plan. When managers lead, they communicate with subordinates to motivate them. When managers organize, they gather information about the state of the organization and communicate a new structure to others. Communication skills are a fundamental part of every managerial activity. Hence, the manager is the information Nerve Center of an organization.

6.3.3.2 Importance of Communication

The implementation of policies and programs of management is possible only through effective communication. We can understand the importance of communication from the following:

- 1. An aid to managerial performance.** A manager can take appropriate decisions with the help of communication. The problems may be solved without much difficulty by the manager. The manager can get things done by subordinates through communication.
- 2. Achieving Co-ordination.** A large-scale business organization employs a large number of workers. They are working on the basis of division of work and specialization. There is a need

for co-ordination among such workers to attain organization goals. The co-ordination is obtained through communication.

3. Helps in Smooth working. Communication helps the workers to know the real situation prevailing in an organization. Subsequently, workers perform their duties without any delay, which leads to the smooth functioning of an organization.

4. Increase managerial efficiency. Out of the total time available to the manager, the manager spends majority of his time in transmitting the information to others regarding the business targets, rules, programs, policies, etc. Communication helps the manager discharge his duties systematically and facilitates him to increase his efficiency.

5. Helps in decision- making. Good communication system provides all the necessary information, which enables the manager to take quality decisions in the proper time. Again, these decisions are communicated to those who are in need of them.

6. Maintaining industrial peace. The main reason industrial unrest is lack of communication or improper communication. This creates a strained relationship between the management and the workers. Communication helps both management and workers to understand each other and facilitates industrial peace.

7. Aid to leadership. Management uses the communication as transmitter to forward its ideas, feelings, suggestions and decisions to the employees. In the same way, the employees express their responses, attitudes and problems through communication to the management. Under this two way communication, the management can assume itself as a leader of its employees.

8. Aid to job Satisfaction. If the employee knows what would be done and for what purpose, they can perform in a better way and efficiently. Employees know the expectations of the management. If their performance is not up to the standard, they can improve it.

Employees may wish to know how their performance is correlated with the achievement of objectives. These are possible through effective communication. If effective communication exists, employees can get job satisfaction.

9. Saving in time. Effective communication results in the saving of time. A manager can communicate easily to all his subordinates by sitting in his room. There is no need for the manager to meet all the subordinates personally. In turn, the manager can get all the information from his subordinates. This results in the savings of time and effort for both of them.

10. Aid to public relation. The term public includes customers, potential customers, shareholders, members of the public, state government, central government and the like. The management can create good image among the public through effective communication. In this way, the management can maintain better public relations.

6.3.3.3 Elements in the Communication Process

A Communication which is transmitted from one person to another in any organization has the following elements:

1. **The Sender:** This is the person who sends the message.
2. **The Message:** It is the tangible formulation of an idea to be sent to a receiver.
3. **The Encoder:** Encode means to select symbols with which to compose a message. Encoder is the person who feeds the message in the message vehicle.
4. **The Message Vehicle or Channel:** This is the means by which the message is transmitted. It is the carrier of a communication. The vehicles may be:
 - Face-to-face: This includes one-to-one contact personally in discussion or several people in discussion, committee meetings, etc.
 - Written Statements: This may include memos, status reports, recommendations, tax reports, letters, etc.
 - Advertisement: This may include radio, television, newspaper, magazine, billboard direct mail etc.
 - Telephone telegraph, e-mail, and fax.

Factors determining the choice of message vehicles are:

- **Urgency:** If the message is urgent telephone call or personal visit, not a letter.
 - **Importance:** If the information is important fax instead of a telephone is preferred as it helps to have a record.
 - **Delicacy of the message:** If the message is sensitive, face-to-face conversation than sending memo or a letter is preferred.
 - **Cost Considerations:** If the objective is to address the message in a cost effective way and when the message is intended for a large number of people, a news item or an advertisement instead of telephone calls, telegrams or personal letters is better.
 - **Future reference to information:** If the message may need to be referred to later: a written vehicle (letter, memo, report, and so on) or a tape recording is better.
5. **The Decoder:** This is the person who interprets the message from the message vehicle.
 6. **The Message Recover:** This is any one the message sender wants to influence or inform.

7. **The Message Feedback:** It is the reversal of the communication process that occurs when the receiver expresses his or her reaction to the sender's message.

6.3.3.4 Characteristics of Effective Communication

1. **Complete Communication:** There are two persons/parties necessary complete communication i.e., a sender and the receiver. Besides, the receiver should understand the message and send back feedback to the message sender. For example, if a person shouts in a locked room without anybody present, at the top of his voice, he will communicate nothing. Here there is no complete communication.. In a communication process there are message senders and message receivers. .
2. **Understanding in the same sense:** The receiver should understand the message in the same sense i.e., in right direction. If he does not understand it, there will be no effective communication. For example, if a message is written in uncommon words, the receiver will not be able to understand it correctly.
3. **Message need to have substance:** The receiver can take ideas, information or facts out of the message. It means, only related information is communicated to the concerned persons.
4. **Communication can be symbolic:** It may be oral, written or a gestural (rolling of eyes, movement of lips).
5. **Continuous Process:** Communication is a regular process just like blood circulation in our body. Communication fulfils its purpose when the receiver understands the message. **No organization, business or management survives without communication.**
6. **Communication is contextual:** The meaning of communication may vary depending on contexts.
7. **Communication is purposive:** It is done to share meaning, to impart information or influence.
8. **Communication involves people:** Without people there is no Effective Communication.

6.3.3.5 Types and Directions of Communication

1. **One way communication:** This is a form of communication that the sender sends information without expecting or getting feedback from the receiver. For example, communicating policy statements from top managers to the lower level managers. Broad cast stations where the journalist reads the news.
2. **Two way communication:** This is a form of communication that the sender sends information which occurs or exists when the receiver provides feedback to the sender. For example, making a suggestion to a subordinate and receiving a question or counter suggestion is a two way communication.

3. Formal communication: It follows formal channels in an organization and maintains the hierarchy of authority and chain of command.

A. Downward communication: It starts with top management and flows down through management levels to line workers and non-supervisory personnel. Its major purposes are to advise, inform, direct, instruct and evaluate subordinates and to provide organization members with information about organizational goals and objectives.

B. Upward communication: It is the transmission of information formally from the lower levels of the organization to the top. Its main function is to supply information to the upper levels about what is happening at the lower levels. It includes progress reports, suggestions, explanations, and requests for aid or decisions.

C. Lateral/Horizontal Communication: This is a type of formal communication between people at different units having the same status in an organizational structure. It is communication between and among members of work group, different departments, one work group and another, line and staff. Its main purpose is to provide a direct channel for organizational coordination and problem solving. It helps to avoid a much slower procedure of communications through a common superior. It also enables organization members to form relationships with their peers.

D. Diagonal Communication: Diagonal communication is between two or more persons who are neither in the same section nor on the same level of organizational structure. Generally, it comes into operation when other systems of communication fail to convey the information effectively. For example, the auditor has responsibility to check and verify the cash balance at the end of the accounting year, so, the auditor may be authorized to get information from the cashier directly. It is diagonal communication.

4. Informal Communication/the grapevine: Grapevines are developed within an organization as a result of common hobbies, hometowns, lunch or tea breaks, family ties, and social relationships among employees. The grapevine in an organization is made up of several informal communication networks that overlap and intersect at a number of points. It disregards rank and authority and may link organization members in any combination of directions-horizontal, vertical and diagonal.

6.3.3.6 Barriers to Effective Communication

Any factor that impedes/hinders the exchange of information between a sender and receiver is a barrier to communication.

1. Differing perceptions: - People who have different backgrounds of knowledge and experience often perceive the same phenomenon from different perspectives.

- 2. Language differences:** - For a message to be properly communicated, the words used must mean the same thing to the sender and the receiver. The same symbolic meaning must be shared. Jargons must be avoided.
- 3. Noise:** - Any factor that disturbs confuses or otherwise interferes with communication. Noise leads to information distortion. It may occur at any stage of communication and it can be internal or external.
- 4. Emotionality:** - Emotional reactions such as anger, love, defensiveness, hate, jealousy, fear, and embarrassment that influences how we understand others' messages and how we influence others with our own messages.
- 5. Inconsistent Verbal and Nonverbal Communication:** - The message we send and receive are strongly influenced by such nonverbal factors such as body movements, clothing, the distance we stand from the person we are talking to, our posture, gestures, facial expression, eye movement and body contact.
- 6. Distrust:** The credibility of a message is to a large extent a function of the credibility of the sender in the mind of the receiver.
- 7. Filtering:** - Is the act of interpreting information only having better conditions.
- 8. Information overload:** - If unnecessarily large amount of information is sent to a receiver then the receiver may fail to understand the message. For communication to be effective, the message must be as brief and simple as possible

6.3.3.7 Ways of Overcoming Barriers to Communication

- A. Overcoming differing perceptions.** The message should be explained so that it can be understood by those with different views and experiences.
- B. Overcoming differences in language.** The meanings of unconventional or technical terms should be explained; single, direct and natural language should be used.
- C. Overcoming noise.** Noise is best dealt with by eliminating it. As a whole it is good to avoid distracting environments. When noise is unavoidable, increase the clarity and strength of the message.
- D. Overcoming emotionality.** Before a crisis, try to understand your subordinate's emotional reactions and prepare yourself to deal with receivers. Also think about your own moods and how they influence others.
- E. Overcoming inconsistent verbal and nonverbal communication.** Gestures, clothes, posture, facial expression and other powerful nonverbal communications should agree with the message.
- F. Overcoming distrust.** Overcoming distrust is to a large extent the process of creating trust.
- G. Redundancy.** Repeating or restating a message ensures its perception or reinforces its impact.

6.3.3.8 Principles of Effective Communication

The communicator or the sender should observe the following principles for effective communication in all types of communication.

1. **Language.** The sender must use simple language and the language should be known to the receiver. Simple language means using „**familiar words**“ while transmitting the information.
2. **Clarity.** The message should be transmitted in clear words. There should be unambiguous language. The sender should give the meaning of words instead of making the words speak for themselves.
3. **Purpose of Communication.** The basic purpose of any communication is to elicit a behavioral response from the receiver. The next stage is that the order should be accepted by the subordinate. So, the sender or communicator must make efforts to achieve the objectives of this response.
4. **Physical and human setting.** The communicator or the sender should bear in mind the circumstances and the receiving persons while communicating the message. The receiver may be an individual, concerned department personnel or organization.
5. **Consultation.** It is necessary to seek the participation of others in planning a communication. It helps the sender to get additional insight into and objectivity of the message. Moreover, those who participate and help communication planning will give active support to you.
6. **Content of Message.** The communicator should decide his tone of voice with reference to the content of the message. Sometimes, the communicator may make his voice loud or shrill in order to make the communication effective.
7. **Follow-up action.** Follow-up action is necessary to find out whether the receiver has understood the message correctly. The receiver may take some action after receiving the message. The sender should know the type of action taken by the receiver.
8. **Time and opportunity.** The sender should consider the interest and needs of the receiver of message. It helps him/her to find out the correct time when the message is to be communicated. In this way, the sender uses the opportunity to convey the message for enduring and immediate benefits to the receiver.
9. **Action Support Communication.** The actions or attitudes of the sender should support the message.
For example, the sender may raise his hand to convey the message of „stop the work“. So, the actions of the sender should not contradict his words or message.
10. **Personnel Co-operation.** Co-operation of the personnel is necessary to make effective communication. The communication results in strengthening the business concern through the co-operation of managerial personnel.
11. **Listening.** Listening is one of the most important tasks of the sender. Here, listening refers to the reactions of the receiver. The sender must learn to listen with the inner ear. The

sender can gather useful information through listening for further communication. So, the sender should stop talking, because without stopping the talking one cannot listen.

6.3.4 Supervision

The word 'supervision' consists of two parts which are:

- Super (which means over and above), and
- Vision (which is the art of seeing objects or viewing mental images or looking over). In management, the term 'supervision' means overseeing the subordinates at work by their superiors.

In other words, supervision means observing the subordinates at work to ensure that they are working according to the plans and schedules and to help them in solving their work problems

The term 'supervisor' emanates from the term supervision. It refers to a person who assigns work to subordinates and oversees their activities and performance. The first line managers at operating level management are called 'supervisors' because it is the primary or basic duty of first line managers to supervise the employees engaged in the basic operations