

- 1) As human behaviour is mainly learned (except in case of maturation process), it is possible to modify it.
- 2) Behaviour can be changed based on the changes in the environment.
- 3) The principles of social learning can be effectively used to change or modify behaviour, for example, modelling can be used effectively to change behaviour (as is done in various advertisements).
- 4) The behaviour change can be an indicator of effectiveness of counselling or the behavioural modification process.
- 5) The counselling or the behaviour modification technique used needs to be based on the needs of the individual whose behaviour is to be modified.

Behaviour modification involves encouragement of desirable behaviour and removal or minimisation of behaviour that is undesirable. This can also be done with the help of reinforcement, which can be positive or negative. Behaviour modification thus involves techniques that are scientifically tested and can be used to reduce certain behaviours that are maladaptive in nature and increase behaviours that are healthy or adaptive.

The first reference to behaviour modification can be traced to an article written by Thorndike in 1911 titled "Provisional Laws of Acquired Behaviour or Learning in which he referred to 'modifying behaviour'. Various learning theories like Classical conditioning by Pavlov, Operant Conditioning by Skinner and social learning theory by Bandura further contributed to the development of this field. Various experiments were carried out by Skinner that indicated that behaviour could be modified with the help of reinforcements (both positive and negative).

Concepts in Behaviour Modification

Let us understand the significant concepts in this regard

- **Law of effect:** One of the main principles of behaviour modification is that the behaviour mainly depends of its outcome. Thus if the outcome is controlled or manipulated the behaviour can also be managed. For example, if the out come of tantrums by a child is gaining of the toy he/she wanted then the likelihood of this behaviour (of throwing tantrums) being repeated is high. But if the outcome is manipulated then this behaviour can be changed. Thus the law of effect has significantly contributed to behaviour modification. Law of effect states that "a person tends to repeat behaviour that is accompanied by favourable consequences and tends to not repeat behaviour that is accompanied by unfavourable consequences (Newstrom and Davis, 1997, pg 132). Thus this also requires the counsellor or the immediate superior or manager of the employee to identify the possible consequences that need to be modified or manipulated. In this regard either positive or negative reinforcement can be suitably used.
- **Positive reinforcement and shaping:** Using positive reinforcement increases the likelihood that the behaviour that is reinforced will be repeated. "A positive reinforcement is a stimulus or event which, when it follows a response, increases the likelihood that the response will be made again (Morgan et al, 1996, pg 149). For example, if an employees is punctual then this behaviour can be reinforced by his/ her manager/ supervisor by

recognising it and even verbally complementing the employee. Yet another concept in this context is that of shaping. This mainly involves application of positive reinforcement in a more systematic and gradual manner. This can help shape the behaviour of the employee. For example, when a new recruit joins, the manager can systematically and gradually shape his/her behaviour towards becoming more productive by giving positive reinforcement as and when the right behaviour is displayed by him/her. Rewards can also be effectively used to promote right behaviours.

- **Negative reinforcement and punishment :** Using negative reinforcement increases the likelihood that the behaviour that is reinforced will not be repeated. “A negative reinforcer is a stimulus or event which, when its cessation or termination is contingent on a response, increases the likelihood that the response will occur again” (Morgan et al, 1996, pg 149) This mainly involves removal of an outcome that is not favourable. For example in order to avoid the smell of chemicals the employee is encouraged to use a mask. In this case the use of a safety device that is mask is reinforced due to the negative reinforcement that is created by the smell of the chemicals.

Punishment is not same as negative reinforcement and in punishment, the behaviour is followed by outcome that is not favourable. “A punisher is a stimulus or event which, when its onset is contingent on a response, decreases the likelihood that the response will occur again” (Morgan et al, 1996, pg 150). For example, if an employee has not been following the safety norms then he/ she has to pay a fine. Punishment have its own advantages and disadvantages. Whee on one hand it conveys strong message, on the other, the punisher may not be liked by others or the employee or subordinates.

- **Extinction:** It is also to be noted that if a particular reinforced behaviour is not reinforced, extinction of that behaviour could take place due to lack of reinforcement. For example, an employee who was earlier awarded for his/her innovative ideas, was not reinforced recently when he/ she came up with a creative solution to an impending problem, then this behaviour is likely to become extinct. Thus the managers also need to be cautious in this regard so as to avoid certain favourable behaviours of the employees from going extinct.

Schedules of reinforcement

When we talk about reinforcement, it is also necessary to understand that there are two types of reinforcement, continuous reinforcement that is received every time a correct response is given, which may not be practically possible in day to day life, esp. in an organisational setup. The other is intermittent schedules of reinforcement where reinforcement is given after a particular period of time or after a number of responses. There are four main schedules of reinforcement that can be discussed in this context.

- 1) **Fixed interval:** In this the reinforcement is provided after a particular period of time. In this the reinforcement is provided only after a certain time period, no matter how many times the response or behaviour has occurred during the time period. Thus there is a fixed time period after which the reinforcement is given. For example, receiving the salary end of every month.

The salary is given on the monthly basis whether or not the person has performed to his/ her best once or more than once.

- 2) **Variable interval:** In this, as the name suggests, the the interval varies. In this case the interval may be provided in certain cases after one month or after 15 days or after two months and so on. There is no fixed time period. That is, the reinforcement is provided during varied time periods. For example, on a workshop floor where the employees are working, the manager or the superior may visit any time, if the employee is working hard (or at least seems to be working hard), he/ she will get recognition. Thus, here the reinforcement received is completely random.
- 3) **Fixed ratio:** In this the reinforcement is given only after there are a particular amount of correct responses. Thus in this case it is pre decided that if the desired response or behaviour occurs say 20 times then the reinforcement is provided. For example, if the employee achieves his/ her target of say, selling 1000 units of a product then he/ she is given an incentive.
- 4) **Variable ratio:** In this case the reinforcement is given after a particular amount of correct responses but this is not fixed and can vary. Thus in this case sometimes the reinforcement is given after the desired response or behaviour is displayed once or after ten times or after 20 times and so on. There is no fixed number of times as in fixed ratio. For example, the bonus or incentive will be received by the employee either after he/she achieves a target of selling 100 units or a product or 1000 units or 5000 units.

Using each of these has its own advantage and disadvantage and these should be used in an organisational set up based on different desired and undesired behaviours. For example, with regard to reinforcing effective performance, a fixed ratio reinforcement can be used especially, in sales related job positions. Where as while for continued use of safety devices, variable interval can be used where there could be checking any time and the employees who are using safety devices would be reinforced.

Further, in this context it is also necessary to mention that the reinforcement could be monetary or non monetary. This will again depend on a number of factors like the job position, and the value that is attached by the employee to the reinforcement or the reward.

The principles and techniques of behaviour modification can be effectively used in an industrial setup in order to modify the behaviour of the employees.

Activity 8

A) Explain Law of Effect.

.....
.....
.....
.....
.....

B) Differentiate between positive and negative reinforcement.

.....
.....
.....
.....
.....

C) Give examples for the four schedules of reinforcement.

.....
.....
.....
.....
.....

14.10 BEHAVIOUR MODIFICATION PROCESS

The behaviour modification process is discussed as follows:

- 1) **Setting of the goal:** The main goal of behaviour modifications is bringing about a change in behaviour, as discussed before, this change can be in terms of a behaviour that is newly developed like learning a new skill or further strengthening of a behaviour, for example, a person may have leadership skills but they can be further enhanced. It can also include maintenance of a particular behaviour like safety related behaviour and practices or hygienic behaviour and last but not the least, decreasing or eliminating the unwanted behaviour, aggressive behaviour, for example, can be completely eliminated.
- 2) **Behavioural Assessment:** As discussed above, before the behaviour modification process is started, the goal has to be whether behaviour is to be strengthened or reduce or a new behaviour is to be developed or a particular behaviour is to be maintained is to be decided. This can be decided based on the behavioural assessment. A behavioural assessment will help understand the problem in a better manner. This assessment includes the following:
 - **Frequency:** How frequent is the behaviour. For example, if a person has been aggressive just once, we can say that it was due to the situation and the person may not be as such aggressive by nature. But if the person has been aggressive a number of times then this is a matter of concern.
 - **Duration:** For how long the behaviour has been persistent is also important to be noted. For example, the duration that the employee has been aloof or upset or displaying lack of interest in job related activities.
 - **Intensity:** This has to do with the severity of the behaviour. For example, how extreme was the aggressiveness displayed by the employee.

The behaviour is further analysed with the help of functional analysis, that can be done using ABC,

A, that stands for Antecedent, that is, what happened before the behaviour
B, stands for Behaviour, the behaviour of the employee
C, stands for consequences. What happened after the behaviour.

- 3) **The intervention or techniques that could be used are specified:** To suggest or specify a particular intervention or technique it is necessary that
- the antecedent factors are mentioned and described,
 - the consequences are also noted down,
 - the goals of behaviour modification are specified and,
 - target response that requires to be changed is noted

Once this is done then suitable technique for behaviour modification can be used.

- 4) **Evaluation and followup:** Evaluation and follow up are carried out to see if any change in the behaviour has taken place or not. If there are no changes in the behaviour after use of a particular intervention or technique, the same can be changed or modified.

Activity 9

Explain behavioural assessment.

.....

.....

.....

.....

.....

14.11 ORGANISATIONAL BEHAVIOUR MODIFICATION (OBM)

OBM can be defined as “a programme in which manager identifies a work related behaviour and encourages the same by suitable intervention strategy having positive motivation till the undesirable behaviour is weakened and desirable behaviour is strengthened” (Singh, 2003 pg 330).

Organisational Behaviour Modification (OBM) can be described as a form of operant conditioning that mainly used by Lutherans and Kreitner in order to shape the behaviours of the employees (Quick, Nelson and Khandelwal, 2013). Stajkovic and Lutherans (1997) carried out a meta analysis of the effect of OBM on task performance. The review indicated that OBM had a positive and significant effect on the task performance of employees in both service and manufacturing organisations.

OBM can be effectively applied in an organisational set up in order to:

- Improve employee productivity
- Promote discipline amongst the employees
- Ensure and enhance the safety related behaviour of the employees.
- Development of training programs
- Employee self management

OBM also helps the immediate supervisors or managers to carry out an analysis of the employees' behaviour, the reasons for its occurrence and consequences so that it can be changed. Thus the manager/ supervisor can become more observant and learn to carefully monitor employee behaviour. In this context some of the general principles to be followed by the manager/ supervisor (Newstrom and Davis, 1997) are highlighted as follows:

- 1) **The behaviour that needs modification has to be identified:** The manager/ supervisor has to first identify the behaviour that requires modification. For example, if the employee has been frequently smoking in the workshop area, thus violating the norm of not smoking, this is the behaviour that needs modification.
- 2) **Using positive reinforcement whenever possible and sparingly using punishment:** Positive reinforcements should be used more often and punishments should be avoided and to be used only when absolutely necessary.
- 3) **Certain minor behaviours that are undesirable could be ignored:** Certain behaviours that do not have major repercussions or negative consequences could be ignored. This again will depend on the judgement of the manager/ supervisor.
- 4) **Shaping can be adequately used:** Systematic and gradual positive reinforcement can be used effectively to reinforce desirable behaviour.
- 5) **The time between the correct response or behaviour and the reinforcement should be minimal:** This is especially important as the employee will then associate the reinforcement with the behaviour and only then the likelihood of desirable behaviour being repeated and undesirable behaviour being avoided will increase. For example, if an employee achieved a target given to him in given time, then he/ she should be immediately rewarded.
- 6) **Reinforcement should be frequently provided:** This is also to be done to avoid extinction of behaviours besides to encourage desirable behaviours and discourage undesirable behaviours.

Role of Manager in application of OBM

The role of the manager and is extremely important in this context and besides above there certain other guidelines are to be followed by them (Furnham, 2005), these are discussed as follows:

- 1) All the employees should not be reinforced or rewarded in the same manner. In this regard there is no doubt that the manager has to be fair and just. However, the reinforcement or the reward should be linked to the individual

performance or based on some criteria also needs to be informed to the employees before hand. Further, the reinforcement provided should also match the behaviour or the performance output.

- 2) The employees need to know what is expected of them, only then they will be motivated to work in that direction. They should have a fair idea about whether quality, quantity or both is expected and how exactly they perform will be measured. There should be great transparency in this and further no discrimination should exist to ensure successful behavioural modification.
- 3) Besides informing the employees about what they are doing in a right manner, they also need to be informed of what they are doing wrong. For example, if an employee is not using safety devices, he/ she needs to be informed that it is wrong. Such feedback will help in bringing about behavioural change.
- 4) As it is said, praise in public but criticise in a closed room. In same lines any unwarranted behaviour preferably should be criticised or punished in absence of others as otherwise there could be detrimental effects as the employee may feel insulted and the necessary change will not be in the direction that it was expected.

The managers/ supervisors need to be adequately trained to use the principles and techniques of OBM in order for it to be effective. Besides the managers/ supervisor as well as the employees and the management should have positive attitude towards OBM and its application.

Criticisms of Organisational Behaviour Modification

Though to a greater extent organisational behaviour modification can be effectively used to modify behaviour, it has also been criticised. Most often the principles of behaviour modifications can be applied to very controlled situation, however, when it comes to situations involving subtle interactions and performances that are necessarily interdependent, it may not be possible to apply behaviour modification. This can be effectively used with workers or employees at lower levels, but not much evidence is available with regard to how it can be used successfully with higher level employees (Mckenna, 2012). OBM has also been criticised due to ethical issues, as it mainly involves manipulation of behaviour or even punishment and in this context what is right or wrong depends on the manager or superior. This can also be misused by the managers and they may abuse this power to control the behaviours of their subordinates. It is thus necessary that the manipulation of the behaviour is done in a constructive and positive manner.

Activity 10

A) Define Organisational Behaviour Modification.

.....

.....

.....

.....

.....

B) Discuss the role of managers in application of OBM.

.....

.....

.....

.....

.....

14.12 SUMMARY

To summarise, in the present unit we discussed about counselling and behaviour modification.

Counselling can be described as interaction between two individuals, one of the them is a counsellor who posses the necessary expertise and competence and the other is the individual, who is having certain issues and problems and needs help in dealing with them. Counselling plays an important role in an organisational set up in helping employees deal with various personal and work related issues. Availability of counselling services in an organisation can help deal with absenteeism, stress and anxiety experienced by the employees, depression and psychological issues faced by the employees, work place conflict, aggression and so on. The performance and productivity of an employee can also be increased with the help of counselling. Though there are a number of challenges and issues that a counsellor may face in an industrial set up. The present unit covered the definition of counselling along with its functions and types. The difference between counselling and guidance and psychotherapy was also discussed. Further, various approaches to counselling were also dealt with. The unit also covered the stages in counselling and counselling skills essential to help the individuals. The ethical issues like autonomy, beneficence and non maleficence, informed consent, confidentiality and privacy and justice, that are significant in counselling set up were also discussed. The unit also described how counselling is effectively applied in an organisational set up and the issues, challenges and trends in this context.

In the next section of this unit, yet another significant topic of behaviour modification was discussed. Behaviour Modification is mainly based on based on learning theories and as such B. F. Skinner has made significant contributions to this filed. Behaviour modifications follows the use of reinforcements in modification of behaviour. It can be effectively used in an organisational set up to promote desirable behaviour and discourage undesirable behaviour. For example, safety related behaviours of the employees can be promoted and behaviours that may affect the productivity and interfere or compromise the production or functioning of the organisation. In behaviour modification various significant concepts along with the schedules of reinforcement, namely, fixed interval, variable interval, fixed ratio and variable ratio were discussed. The stages of behaviour modification were also discussed.

The unit also focused on the role of manager and the management is of extreme importance in this context as they have to firmly believe in these practices and

also support in its effective implementation. Further, the need for adequate awareness (about counselling and behaviour modification) also needs to be created amongst the employees, was also highlighted. The organisational behaviour modification that mainly focuses on the application of behaviour modification to an organisational set up was also discussed in the unit.

14.13 SELF-ASSESSMENT QUESTIONS

- 1) Define counselling and differentiate it from guidance and psychotherapy.
- 2) Describe various functions and types of counselling.
- 3) Explain various stages in counselling process.
- 4) Describe various approaches to counselling.
- 5) Discuss the ethical issues in counselling.
- 6) Discuss issues and challenges in counselling in organisational set up.
- 7) Explain behaviour modification.
- 8) Describe Organisational Behaviour Modification (OBM).

14.14 FURTHER READINGS

Farnham, Adrian (2005). *The Psychology of behaviour at Work: the Individual in the Organization*. East Sussex: Psychology Press.

McKenna, Eugene. (2012). *Business Psychology and Organisational behaviour*. New York: Psychology press page 631).

Morgan, C. T; King, R. A; Weisz, J.R and Schopler, J. (1996). New Delhi: Tata McGraw- Hill Publishing Company Limited.

Nelson-Jones, Richard (2012). *Basic Counselling Skills: A Helper's Manual*. New Delhi: Sage

Neukurg, Ed. (2012). *An Introduction to the Counselling profession*. United States: Brooks/ Cole Cengage Learning.

Newstrom, J. W and Davis, K. (1997). *Organizational Behaviour: Human Behaviour at Work*. New Delhi: Tata McGraw- Hill publishing company limited.

Perez, J. F. (1965). *Counselling: theory and Practice*, Reading: Addison- Welley page 15. Pepinsky, H. B and pepinsky, P. (1954). *Counselling: theory and Practice*. New York: The Ronald Press page 3.

Quick, J. C; Nelson, D. L and Khandelwal, P. (2013). *Organisational behaviour*. New Delhi: Cengage Learning.

Rao, S. Narayana. (2003). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Scott, D.A; Royal, C. W; Kissinger, D. B. (2015). *Counsellor as Consultant*. New Delhi: Sage.

Singh, Nirmal. (2003). *Organisational behaviour: Concepts, theory and Practices*. New Delhi: Deep and Deep Publications Pvt. Ltd.

Strajkovic, A. D and Lutherans, F. (1997). A Meta- Analysis of the Effects of Organisational behaviour Modification on Task Performance, 1975- 1995. Academy of Management Journal. 40. 1122-1149.

Thorndike, E.L. (1911). Provisional Laws of Acquired Behavior or Learning. Animal Intelligence. New York: The McMillian Company.

Gelso, Charles and Fretz, Bruce. (2001). Counselling Psychology: Practice, Issues and Intervention. United States: Cengage Learning.

Nelson- Jones, Richard. (2015). Theory and Practice of Counselling and Psychotherapy. New Delhi: Sage.

Parsons, R. D and Zhang Naijian. (2014). Counselling Theory: Guiding Reflective Practice. New Delhi: Sage



UNIT 15 CONFLICT AND STRESS MANAGEMENT

Objectives

After reading this unit, you should be able to:

- understand the concept of conflict and stress;
- able to identify the causes of conflict in an Organization;
- understand the various styles and of conflict;
- know the strategies to manage conflict; and
- know how to reduce and manage stress.

Structure

- 15.1 Introduction
- 15.2 Understanding the Concept of Conflict
- 15.3 Types of Conflict
- 15.4 Causes of Conflict
- 15.5 Conflict Styles
- 15.6 Impact of Globalization and Culture in Conflict
- 15.7 Conflict Resolution
- 15.8 Understanding Stress
- 15.9 Knowing Stress Management Techniques
- 15.10 Summary
- 15.11 Self-Assessment Questions
- 15.12 Glossary
- 15.13 Further Readings

15.1 INTRODUCTION

Conflict and stress are inevitable behavioural features in an organization. Both the processes are present where the individual is working in a team or in a group. Not all conflict is bad. Similarly, not all stress is bad. In fact, both play a vital role in enhancing the performance of an individual and the organization at large. In the present scenario, organizations are facing a lot of conflict and stress due to globalization and cultural diversity in workforce. Thus, it becomes imperative to manage conflict and stress so that the organization's objectives are fulfilled and the individual performance does not diminish. Hence, in this Unit, we aim to familiarize you with the basic concepts of conflict and stress. We have also attempted to explain various techniques to manage conflict and stress.

15.2 UNDERSTANDING THE CONCEPT OF CONFLICT

Conflict is an important behavioural process where people work in a team or a group. Conflict has become a common feature of organizational life more so

because of globalization, cultural diversity, varied perceptions, and so forth. It is a situation in which people disagree over an important issue. This might be because of clash of thought, ideas, and perceptions. 'Conflict is the psychological and behavioural reaction to a perception that another person is keeping you from reaching the goal, taking away your right to behave in a particular way, or violating the expectancies of a relationship' (Aamodt,2013).

Thus, a salient component in the process of conflict is *perception*. Misperceptions of other's ideas, intentions or behavior may result in conflict. Also, higher the importance given to a goal, behavior, or relationship, more will be the conflict. On the basis of meta-analysis, De Drau and Weingart (2003) posited that most conflicts result in lower team performance and lower satisfaction. This is referred as *dysfunctional conflict*. When such a conflict occurs, people are not able to work together, it lessens productivity, spreads to other spheres and increases turnover. Dysfunctional conflict is unhealthy and involves personalized anger and resentment directed at specific individuals. A person involved in dysfunctional conflict will tend to act before s/he thinks and most often relies on verbal abuse, threats and deception to communicate. It may also involve aggressive acts on subordinates, peers, supervisors, etc. (Inness, et al 2008).

All conflict is not bad. There is also healthy and constructive conflict which enhances creativity and resolves problems. This is referred to as *functional conflict*. Problem solving takes place and morale is increased (Tjosvold, 1984), involves positive change and lead to innovation in the organization (Cossier and Dalton, 1990), and results in increased productivity (Tjosvold, 1984).

A key in managing conflicts in organizations is to stimulate functional conflict and resolve dysfunctional conflict. Organization tends to thrive where there is healthy disagreement and well- managed conflict. Homogenous groups promote complacency and can be destructive. Such organizations, thus, are not able to adapt to the changing work environment. Early views on management, considered conflict to be dysfunctional. Frederick Taylor opined 'conflict as a threat to management authority and a waste of time'.

Moderate level of conflict is good for the organization and prevents groupthink and apathy. It may also increase friendly competitiveness and increase team effectiveness. Very low level of conflict leads to stagnation and complacency. Very high levels of conflict is detrimental for the organization since most often it is based on personal differences rather than organizational goals and objectives.

15.3 TYPES OF CONFLICT

Primarily, there are four types of conflicts that are observed in an organization. They are summarized as follows:

- 1) **Intrapersonal Conflict:** This is a conflict when an individual experiences some kind of internal conflict. For example, a mother who wants to be involved in her child's school activities and also to be involved in important assignments at office. She may experience intrapersonal conflict. This is referred to as *interrole conflict*. With organizations giving an option of work-from-home to the employees, interrole conflict has become even more common. *Person-role conflict* arises when an individual is expected to behave contrary to her/his values.

- 2) **Interpersonal Conflict:** Such a conflict, often referred to as '*personality conflict*', arises between two people at the workplace due to differences in working styles, ideas, and values. This may happen between any two coworkers, subordinates, or an employee and a customer. This type of conflict has potentially negative impact since it revolves around personal differences.
- 3) **Intragroup Conflict:** This refers to conflict that occurs between an individual and her/his group. It happens when an individual's needs, goals, values are different from those of the group
- 4) **Intergroup Conflict:** Such type of conflict occurs between two or more groups. This may happen within or outside the organization over various issues. For example, conflict over allocation of resources or a task to a particular department. Intergroup conflict may also occur at different levels in an organization. When conflict occurs between groups at the same level of organization, then it is called *horizontal conflict*. For example, delay in product delivery, conflict may arise. *Vertical conflict* may arise when there is conflict between groups at different hierarchical levels of organization. Power and control are the main causal factors.
- 5) **Interorganizational Conflict:** Such a conflict arises between two or more organizations. Heightened competition, mergers and acquisitions, and so forth can increase the chances of such types of conflict. It can be both functional and dysfunctional. For example, such conflicts may arise between companies, sports clubs, etc.

15.4 CAUSES OF CONFLICT

By now, it must be clear that conflict is not always negative but may have positive effect also. It may be caused by personal reasons and the sources may be found at the organizational level too. The causes may be grouped as given below;

- 1) **Individual Causes:** Such causes mainly reflect individual's perceptions and expectations of how the work should be done and what is significant in the work environment. Working style, personality, autonomy, culture of the individual and so forth are personal causes that may arise conflict. Nowadays, cross-cultural differences may also give rise to conflict at the workplace. For example, an employee calling her/his superior by the first name, that might be culturally appropriate for the employee, but the superior might find it to be offensive and disrespectful.

Personality is an important personal cause that needs a separate mention here. Most often, conflicts arise due to 'incompatibility' there are people who are difficult to work with than others. Bramson (1981) concluded that 'people who are dogmatic and authoritarian with low self-esteem are involved in conflict more often than as compared to open minded people who feel good about themselves.' Bramson also classified 'difficult people' and which was further advanced by Brinkman and Kirschmer (2006) that such people have abnormally high needs for control, perfection, approval, or attention.

Conflict can emerge from communication barriers. Such barriers can be *physical*, when there is a physical distance, *cultural*, when there is difference

in language or customs(due to lack of understanding of another culture), and *psychological*, when there is difference in personality.

Beliefs may also cause conflict. When a person believes that s/he is superior to other members in the group, is mistreated by others, or is vulnerable to others, cannot trust others, and is helpless or powerless (Eidelson and Eidelson,2003).

- 2) **Organizational Causes:** There are various sources of conflict at the organizational level. Few important causes are discussed here.

Goal incompatibility is an important cause of conflict. For example, different divisions in an organization have different goals to accomplish and thus, conflict is bound to arise.

Competition over resources is another important source of conflict. When there is a gap between demand and supply, conflict arises. For example, in a University, conflict may arise when there is scarcity of finances, space, faculty or staff or lab facilities, and so forth. It becomes difficult to satisfy the needs of every person or group.

Task interdependence can also cause conflict. This happens when the performance of some group members is dependent on the performance of other group members in order to complete a task. When the roles are not clearly defined as to who will do what then it results in conflict.

Another reason of conflict is jurisdictional ambiguity. It is found when geographical boundaries are ambiguous or unclear.

Activity-1 The task of the manager is to stimulate functional conflict and resolve dysfunctional conflict.

Do you agree with the statement? Give reasons. Examine the various causes and types of conflict.

.....

.....

.....

.....

.....

15.5 CONFLICT STYLES

Every individual uses a particular style when faced with a conflict. *Assertiveness* and *Cooperativeness* are the two dimensions on the basis of which the style works. The experts opine that there are primarily five common types of conflict styles. These styles are briefly discussed below.

- 1) **Avoiding Style:** As the name suggests, the employee using this style will generally ignore the conflict hoping that it will resolve itself. *Withdrawal* and *triangling* are two important forms of avoidance. Withdrawal is one of

the easiest ways to handle conflict. For example, an employee leaving the organization to avoid conflict. In triangling, the employee discusses the conflict with a third party, in a hope that the third will talk to the second party and the conflict to be resolved without meeting the two parties. When such a style is observed, the supervisor may use formal third party mediation.

- 2) **Accommodating Style:** The person relying in this usually sacrifices her/his needs and satisfies the needs of the others. The person is high on submissiveness and cooperation. This style is harmful in the long run.

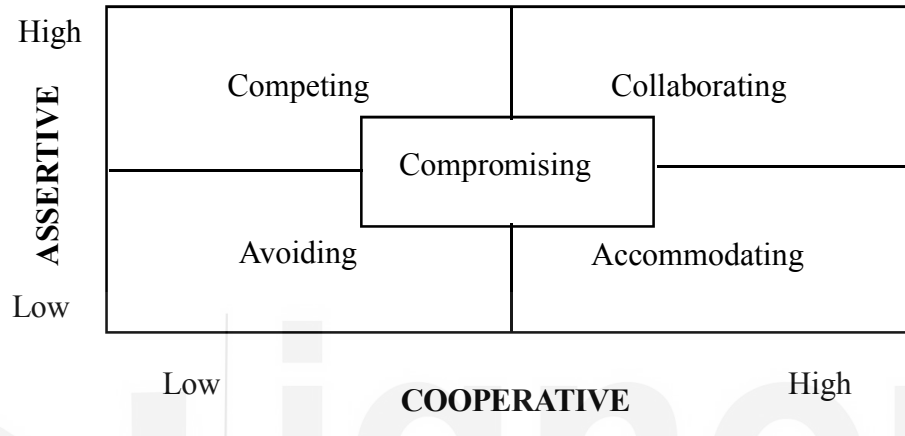


Figure 15.1 Conflict Styles

- 3) **Competing Style:** A person using this style does anything to win with little respect for the other person/group (win-lose). The person operates on the principle of ‘winning at all costs’. Such a style is very damaging for relationships and other conflicts may also arise. But it might be useful in emergency situations.
- 4) **Collaborating Style:** A person using this style tries to win but also wants the other person to win (win-win). This style is beneficial at all times but being time consuming, is not helpful during emergencies.
- 5) **Compromising Style:** It is a give-and-take tactics where most of the conflicts are resolved with the help of compromise so that solution benefits both the parties. It focuses on *satisficing*- the solution is minimally accepted by both the parties.

15.6 IMPACT OF GLOBALIZATION AND CULTURE IN CONFLICT

Nowadays, large transnational companies hire personnel from different ethnicity and cultural background. Today's workplace is more multicultural and diverse and hence, has the potential of more conflicts. Hofstede has posited five dimensions along which cultural differences may emerge. They are as follows: individualism/collectivism, power distance, uncertainty avoidance, masculinity/femininity, and long term/ short term orientation. These differences impact conflict management in organizations. By individualism, Hofstede means that the individual gives priority to one's interest and in collectivism, the individual gives priority to group interests first. In high-power cultures, individuals perceive

varying levels of power in organizations. Differences in power distance can be a source of conflict. There are cultures that can tolerate high level of uncertainty (for example, U.S.), while as, there are cultures that like high level of certainty in their work settings (for example, Israel). Masculinity-femininity refers to the preferences for assertiveness and material goods (for example, U.S) over preferences for human capital and quality of life (for example, Sweden). There are cultures that have long-term orientation, thereby focusing on future- saving and persistence(for example, China) and the cultures that promote short-term orientation, focusing on past and present, value tradition and fulfillment of social obligation(for example, Russia).

Thus, in today's time of globalization, workforce is more culturally diverse and has the potential for many types of conflicts. Understanding the cultural differences and the values, will be the key to manage conflict in multicultural work setting.

Box 15.1 Case Example

Indian family business and Conflict Researches have found that 13 percent of the family businesses survive till third generation. The first generation are passionate towards running the business, the second generation understands the difficulties that the first generation have undergone, the third and fourth generation do not agree on what drives the business. The reasons being lack of communication, inefficient succession planning, lack of clarity about roles in family business and so forth. Such conflicts should be resolved at the earliest. Family business board is one of the solutions that are viable. For example, TVS group. The family business board comprises of family members, who manage the business and there are professional managers also, who take business decisions. The family members are part of the business but do not participate in management. The boards are governed by family constitution which entails training and induction of new members, conflict resolution, and mentorship, as well helping any member who wants to start a new venture or diversify. Large business houses have been able to sustain themselves because they have successfully taken care of these issues in advance.

(Adapted from Quick, Nelson and Khandelwal, 2013:*Organizational Behaviour: A South Indian Perspective*)

15.7 CONFLICT RESOLUTION

There are different methods to resolve and prevent conflicts. Few methods are highlighted below:

- 1) **Policy framework:** A formal policy to handle conflict should be in place. Employees should try to resolve the issue at their ends before third party intervention. Also, employees should receive training from time to time on how to prevent conflict, reflecting on the probable causes of conflict and the strategies to resolve conflict.
- 2) **Use of conflict resolution skills:** If conflict occurs, then conflict resolution skills should be used in resolving the conflict. Aim should be to reduce

tension and increase mutual trust between the two warring parties. A strategy used is ‘cooperative problem solving’ when a task force or committee is appointed with representatives. They try to work upon the problem and its possible solution.

- 3) **Third-party Intervention:** If the warring parties are not able to solve the conflict themselves, then help is taken from third-party intervention and this is usually done with the help of **mediation** or **arbitration**.

In mediation, a neutral third party is involved to help both the parties to reach an amiable solution. Mediators do not decide but help in communication process and encourage the parties to reach a solution. Mediators are helpful when both the parties perceive the mediator to be competent and trustworthy and both the parties do not trust each other. Most of the conflicts are found to be resolved with the help of mediation in organizations.

While as, in arbitration the neutral third party listens to the arguments of both the sides and then makes a decision. The decision reached through arbitration can be binding and non-binding as well. If it is binding, then both the parties have to abide by the decision, even if one party or both the parties are displeased. If the decision is non-binding, one or both the parties can reject the decision.

- 4) **Negotiation:** One of the important mechanisms to resolve conflict that involves two or more parties that engage in an open discussion of problem solutions with the intent to reach a mutually agreeable solution. It requires careful planning and skills on the part of the negotiator. There are prerequisites to be fulfilled to go for negotiation. Primarily, the conditions to be satisfied are that it should involve two or more parties, there is a conflict of interest, the parties are willing to negotiate, and are willing to work together.

Also, there are two main approaches to negotiation, *distributive bargaining* and *integrative negotiation*. The former operates on a win-lose principle. The goals of one party are in direct conflict with the other party. Resources are limited but each party wants to maximize the interests of one’s own party. The latter involves a win-win approach. Here, the party’s goals are not mutually exclusive and the focus is on to achieve objectives of both the parties. Emphasis is on creating new solutions and options. There are cross-cultural negotiations taking place nowadays. To get the maximum benefit, one should know about the other culture as much as possible.

Activity 21

- 1) Discuss the various styles of conflict

.....
.....
.....
.....

2) What are the techniques of managing conflict at work?

.....
.....
.....
.....
.....

3) Have you recently faced any conflicting situation? Using the concepts of this section, can you identify the type of conflict, the styles used by the involved parties and effective strategies to resolve the conflict?

.....
.....
.....
.....
.....

15.8 UNDERSTANDING STRESS

Stress is an important feature in organizational behavior. It is a word that we use all the time. And most often we interpret stress to be the most unpleasant fact of life. The word stress is derived from the latin word *strictus*, which means tight or narrow. Hans Selye gave the concept of General Adaptation Syndrome (GAS) in 1936 which was later renamed as ‘stress response’. Selye (1976) defines stress as ‘a state manifested by a syndrome which consists of all non specifically induced changes in a biologic system’. GAS model involves three stages, namely, *Alarm reaction, Stage of resistance, and Stage of exhaustion*.

According to Quick, et al (1997), stress or the stress response is the unconscious preparation to fight or flee that a person experiences when faced with any demand. Stress is also defined as psychological, physical reaction to certain life events or situations. It is a process that begins with life events or situation. If we put it simply, anything that involves ‘change’ creates stress. These life events are called as *stressors*. Thus, a stressor or demand can be a person, or event that triggers stress response. Examples can be an appointment with the doctor, wedding, job interview, making a speech, and so forth. These situations are perceived to be stressful. Blood pressure, perspiration, high heart rate, stiffness in body, is few ways in which the body responds. These physical reactions are called ‘stress reactivity’. But if these physical reactions occur for a longer time, beyond the tolerance limit of the body, then negative physical or psychological consequences may result (Greenberg, 2011) and these consequences are called as strains. In other words, ‘distress’ or ‘strain’ refers to the adverse psychological, physical, behavioural, organizational consequences that may occur as a result of stressful events.

A particular event might not be stressful to you, but might be stressful to the other person. Thus, stress is subjective. Also, not all stress is bad. Stress resulting

in positive energy and enhanced performance and health is called as 'eustress' (eu- means that something that is proper) or positive stress. On experiencing the stressors, the feeling is of challenge and achievement. An example of positive stress is the anxiety before taking a test. If there is no anxiety, then you might also be not motivated to study and take the test. Thus, some stress is always helpful and this is known as 'optimal level of arousal' or Inverted-U theory. Too much arousal or having little arousal will result in low performance, while as moderate level of arousal will result in peak performance. This optimal level of arousal differs from one person to the other. The Figure below shows the relationship between stress (pressure) and performance.



Fig. 15.2: Relationship between Stress and Performance

'Distress' or 'negative stress' occurs when there is too much stress that the person cannot endure and cope and nothing is done to mitigate its effects. The events have a harmful effect. Thus, the situation becomes demanding with no or little control over the situation is perceived. For example, last attempt for a job interview. Hence, negative stress is experienced when there is an imbalance between stressors (demands) placed on us and our ability to meet those demands. Here it is important to make a distinction between eustress and distress. For example, an interesting finding of a study on 1800 managers in U.S. there amount of eustress had no relationship to job satisfaction or to move to other organizations. On the other hand, managers with high level of distress were less satisfied with their jobs and made attempts to find a new job than did managers with low distress level.

Other related concepts are *hypostress* and *hyperstress*. The former indicates insufficient stress due to lack of stimulation. For example, a person feels monotony in the current job since there is no challenging work. The latter term refers to excessive stress when events (including positive events) pile up and stretch the limits of the person's adaptability. Role overload can be a cause of hyperstress.

15.9 KNOWING STRESS MANAGEMENT TECHNIQUES

As we have understood till now, stress is an inevitable feature of our personal and work life. All stress is not bad and negative and it can be prevented and managed. First of all, we should be self-aware and learn to recognize the first symptoms of distress in ourselves. Secondly, stress management techniques should be focused to prevent and manage stress at individual level and at organizational level. Now in this section, let us discuss various strategies to prevent and manage stress.

I) Personal strategies to prevent and manage stress.

- 1) **Work-life Balance:** One of the most important mechanisms to manage stress and improve coping with it is to strike a balance between personal life and work life. The balancing act will affect our physical and psychological well-being and will help us to cope up with the demands, challenges, and various stresses at personal level and at work place. It has been observed that the people whose life revolves around work related issues, experience more stress. Working continuously is unhealthy for physical and mental health. There might be chances where a person has to devote extra time or sacrifice some personal time, but the same should not be practiced for long-term approach. This is not productive at the personal as well as organizational level.
- 2) **Positive mindset and Resilience:** How we respond to a potentially stressful situation depends on the mindset that the person is having. Positive attitude alters our subjective experiences of stress when it occurs. Positive thinking can be learned overtime. Negative thinking or pessimism is found to be related to depression, physical problems, and low levels of achievement. As Martin Seligman, father of Positive Psychology uses the term **PERMA** and says 'our cognitive appraisal of a situation influences whether or not we will experience it as stressful'. PERMA refers to *Positive emotion, Engagement, Positive relationships, Meaning, and Accomplishment*. Learned optimism is one of the five dimensions of Positive Organizational Behaviour. The others are self-efficacy, emotional intelligence, subjective well-being, and hope.

If the person is able to develop resilience then s/he may actually adapt, learn and change and become more adaptive in the process. Realistic optimism and strong sense of values that help in setting priorities, also enhances resilience. Self –awareness in this process is very critical. Correct and realistic assessment of strengths, weaknesses, and evaluating our goals in light of this is the most important aspect.

- 3) **Social support:** It is one of the mediating factors of how people cope with stress. Social support acts as a buffer to many types of stressors, especially at workplace. Laughter and positive humour at workplace has been associated with positive emotions, low stress and enhancement of productivity. Social support system provides emotional caring, information, feedback, support and mentoring.

- 4) **Time Management:** It is one of the most significant strategies to prevent stress. One should manage time effectively, thereby setting priorities and accomplishing goals and commitments. The symptoms of poor time management are missing deadlines, constant rush, insufficient rest time and indecisiveness. If a person is able to manage time, then s/he can track her/his accomplishments and avoid unnecessary confusion and stress at the last hour.
- 5) **Coping skills:** Refers how to deal with the conflict. One should try to improve coping skills by focusing on what the person can change and control, instead of focusing on what one cannot change.
- 6) **Leisure Time Activities:** Such activities should help in reducing stress. Leisure activities should promote joy, spontaneity and connectedness with significant others and nature.
- 7) **Physical Exercise:** Aerobic exercises are found to be positively correlated - improvement in person's responsiveness to stressful activities. Flexibility training also helps in reducing unnecessary muscular tension that accrues because of distress.
- 8) **Diet:** Good dietary practices help in reducing stress. Food with high sugar content, and foods high in cholesterol, alters the blood chemistry and hence make her/him vulnerable to stress.
- 9) **Professional Help:** Person should be able to identify the symptoms at the earliest, and thus, early detection of strain symptoms, along with professional help will help in preventing physical and psychological damage. A person may have the markers like, loss of appetite or increased appetite, loss of sleep or oversleeping, and mood swings that are indicative to seek professional help.

II) Organizational Strategies to prevent and manage Stress

- 1) **Job Redesign:** Redesigning jobs is important so that employee needs are taken care off and some sources of stress are reduced. An increase in worker control will help in reducing stress at organizational level; most common is job decision latitude. Another benefit of job redesign is to reduce uncertainty and increase predictability at workplace.
- 2) **Goal Settings:** This strategy is designed to enhance task motivation. It helps in focusing a person's attention and helps in channelizing energy into productive way.

Activity 3

a) Differentiate between stress, distress and strain

.....

.....

.....

.....

b) Discuss the relationship between stress and performance

.....
.....
.....
.....
.....

c) Describe the individual and organizational stress preventive methods

.....
.....
.....
.....
.....

15.10 SUMMARY

This Unit has attempted to help you to understand the meaning and types of conflict in an organization. With the advent of globalization, the organizations have diverse workforce but are now vulnerable to conflicts than ever before. It has given you insight to resolve conflict in organizations. It has helped you to understand that all stress is not bad and negative. It is very important to understand the difference between stress and distress. Lastly, you have come to know the various strategies to manage stress at the personal as well organizational level.

15.11 SELF-ASSESSMENT QUESTIONS

- 1) What is meant by conflict? Discuss the various types of conflict, citing examples.
- 2) Elucidate the various strategies to reduce conflict in an organization.
- 3) Discuss the relationship between stress and performance.
- 4) What do you understand by stress? Discuss various strategies to reduce stress.
- 5) ‘Organizations now have multiethnic workforce and hence are vulnerable to conflicts’. Comment.

15.13 FURTHER READINGS

Bramson, R.(1981). *Coping with difficult people*. NewYork:Anchor

Cosier,R.A. and Dalton, D.R. Positive Effects of Conflict: A Field Experiment, *International Journal of Conflict Management*1(1990): 81-92

Eidelson, R.J.,Eidelson, J.I.(2003).Dangerous Ideas: Five beliefs that propel group toward conflict. *American Psychologist*, 58(3), 182-192.

Greenberg, J.S.(2011). *Comprehensive Stress Management*(12 e). New York:McGraw-Hill

Hofstede,G. (1980)*Culture's consequences: International Differences in work-related values*. Beverly Hills, CA: Sage.

Inness, M., LeBlanc, M., and Barling, J. Psychological predictors of supervisor-,peer-,subordinate-, and service-provider-targeted aggression. *Journal of Applied Psychology* 93(2008): 1401-1411

Tjosvold, D. Making conflict productive, *Personnel Administrator* 29(1984): 121-130

Sources

Aamodt, M.G. (2013). *Industrial Psychology*.Cengage Learning India Private Limited. Delhi.

Nahavandi, A., Denhardt, R.B., Denhardt, J.V., &Aristigueta, M.P.(2015). *Organizational Behaviour*.Sage Publication India Pvt. Limited. New Delhi.

Quick, J.C., Nelson, D.L., Khandelwal, P.(2013). *Organizational Behaviour: South Asian Perspective* .Cengage Learning India Private Limited. Delhi.

Schultz, D.P., Schultz, S.E. (2010). *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology*.Taylor & Francis.

UNIT 16 NEGOTIATION STRATEGIES

Objectives

At the end of this unit, you will be able to;

- explain Negotiation and how does it take place;
- discuss various types of bargaining strategies are in the market and how Individual differences, ethics and situational factors influences negotiation;
- understand Third party negotiation can help in reaching an agreement and at last; and
- pinpoint how Common mistakes can be avoided during negotiation.

Structure

- 16.1 Introduction
- 16.2 The Process of Negotiation
- 16.3 Types of Bargaining Strategies
- 16.4 Individual Differences in Negotiation Effectiveness
- 16.5 Situational Factor of Negotiation
- 16.6 Ethics and Negotiation
- 16.7 Third Party Negotiations
- 16.8 The Gandhian Approach to Conflict Resolution and Integration
- 16.9 Avoiding Common Mistakes in Negotiation
- 16.10 Summary
- 16.11 Self-Assessment Questions
- 16.12 Further Readings

16.1 INTRODUCTION

Conflict is inevitable. No matter what the size of organisation is, conflicts prevail and affect each and every individual whether associated with conflict or not. We have already studied about conflicts, its dimensions and reasons of occurrence. This unit is a further extension in the field of conflict resolution. Negotiation spread through everyone in the organisation, whether be it employees, trade unions, management or other stakeholders. There is the obvious labour bargaining with management. The process of reaching at a mutual agreement by the two or more parties is called **Negotiation**. It is one of the most commonly used and beneficial skills that a manager can develop. The manager need to hone their negotiation skills keeping in mind the diversified workforce, rapidly changing environment, shift towards team and empowerment and Global business environment.

16.2 THE PROCESS OF NEGOTIATION

Lax, D.A., & Sebenius, J.K.(1986) in his research paper “ The manager as Negotiator” developed a thought that all negotiation share the same four following common elements. These are:

- The parties involved are in some way interdependent.
- The parties are in conflicts over goals and processes.
- The parties involved are motivated and capable of influencing one another.
- The parties believe they can reach an agreement.

These four elements came into picture at four different stages of the negotiation process presented below.

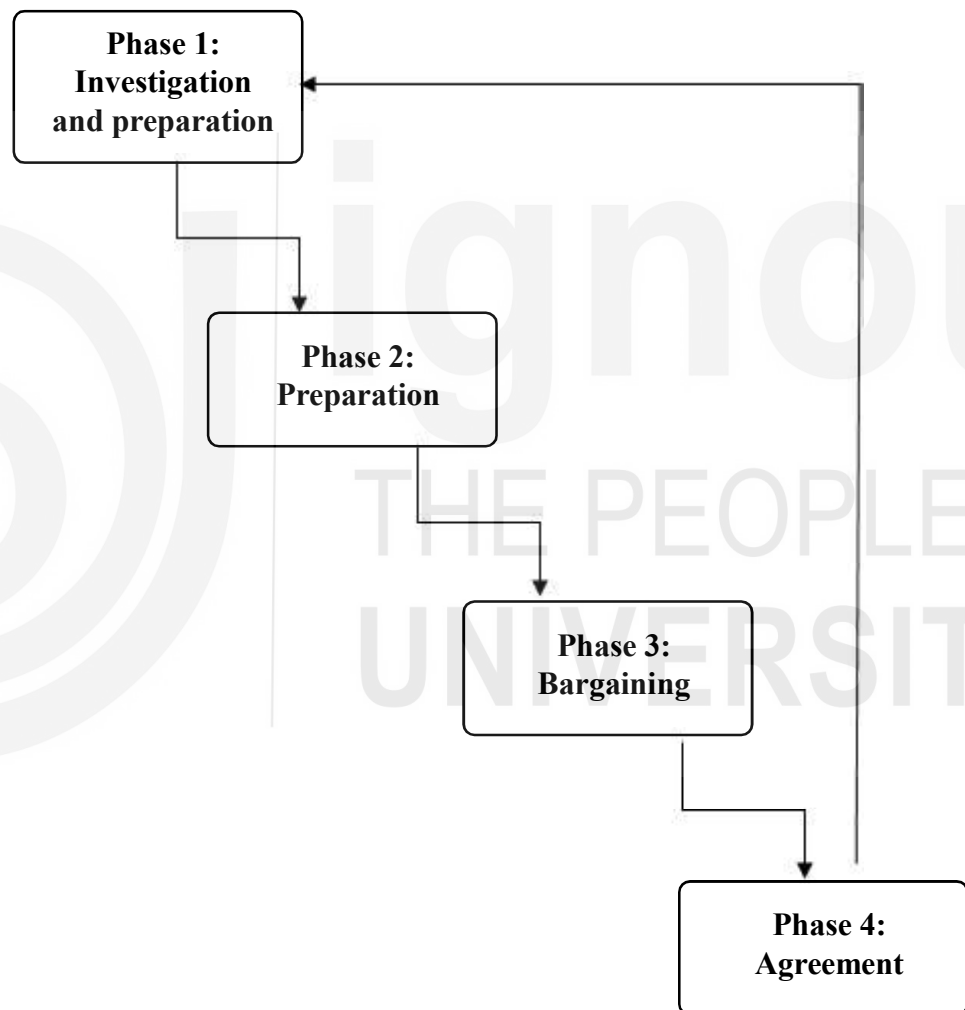


Figure16.1: Styles of negotiation process

While most of the managers emphasize on bargaining and agreement as they are heart of negotiation, but many other managers and business people consider careful and thorough preparation and presentation in negotiation is also very crucial. Let’s discuss about how above given charts works and what all these phases signifies.

Phase 1: Investigation and preparation: Means accumulation of various factual information about the issues and alternatives and gaining access to softer information other concerned party’s interest, position, personality, and style.

Roger Fisher and William Ury conceived a phrase BATNA in their book “*Getting to Yes: Negotiating without giving in*”. *BATNA* is an acronym used for the “Best Alternative to a Negotiated Agreement.” This is one of the important parts of investigation and planning phase.

Considering your BATNA will help to decide whether to accept the offer or term for negotiation. For its careful selection what must know what all alternatives are available. Availability of various alternatives must be evaluated by thorough evaluation of proposed deals.

Your BATNA will help to eliminate unfavourable deal with the question like “Could you get a better outcome than the proposed deal?” On the other hand, if the deal is better than another outcome you could get (that is, better than your BATNA), then you should accept it.

The best negotiating position always occupied by the party with the best BATNA. Therefore exploring and experimentation of possible alternatives will definitely improve BATNA (Pinkley, R. L; 1995).

Box 16.1: BATNA Best Practices

- 1) Preparing list of various alternatives that may work if negotiation does not lead to favourable outcome.
- 2) Improve and work on various ideas and transform them into alternatives that can be accepted and worked upon.
- 3) Identify and keep best alternative to in reserves to be taken during the negotiation
- 4) Keep on working to update your BATNA to be in sync with the changing dynamics.
- 5) Don't reveal your BATNA to the other party. If your BATNA turns out to be worse than what the other party expected, their offer may go down.
- 6) Intense and careful preparation not only yields better outcome but also reduces chances of failure of negotiation.

Phase 2: Presentation: It means presentation of initial orders and demand either in writing or orally. Care should be adopted for choosing right words and self presentation to project the right image through effective verbal and non verbal communication.

Phase 3: Bargaining: Where managers tries to reach at a mutual agreement with the help of various negotiating strategies and tools. The manager should be concerned about facts and people. This thought can make his position stronger. Active listening, feedback, persuasion, and the various communication techniques and barriers all comes into this phase.

Phase 4: Agreement: It is the final and ultimate step where negotiation comes to an end. Here the agreement is finalised with the terms and conditions acceptable to both the parties.

The Figure 16.1 given above is very much self explanatory and signifies that negotiation process is continuous. Once an agreement is reached, negotiation

over clarification and implementation are likely to continue. Moreover, one party can stop the negotiation process at any time, which may cause restarting of the process.

Activity 1: Explain BATNA in your word citing examples.

.....

.....

.....

.....

.....

16.3 TYPES OF BARGAINING STRATEGIES

The most commonly used negotiation approaches are: Distributive bargaining and Integrative Bargaining, as propounded by R. Lewicki, D. Saunders, and B. Barry (2009). The following table summarises their goal, motivation, focus, interest and duration of relationship in a contrasting manner.

Table 16.1 Distributive versus Integrative Bargaining

Bargaining Characteristics	Distributive Bargaining	Bargaining Integrative
Goal	Get maximum of the share	Try to distribute share evenly so that both the parties are satisfied.
Motivation	Win-lose	Win-win
Focus	Position	Interest
Interest	Opposed	Congruent
Information Sharing	Low	High
Duration of Relationship	Short term	Long term

Distributive Bargaining: The basic feature of distributive bargaining is that it operates under Zero sum conditions. It is zero sum game i.e. the gain would be made at the expense of other and vice versa. Therefore the essence of distributive bargaining is that who gets what share of a set amount of goods and services to be divided up. When the amount is fixed or the gain in question is fixed, parties tend to bargain distributively.

The labour management negotiation over wages is an apt example of distributive bargaining. Here labour union representative try to negotiate to extract as much as possible as wages or money from management. Because every rupee that labour negotiates increases management’s cost, each party is an opponent to each other trying to win and bargain aggressively. Distributive bargaining works like this. Each party has some aspirations level with some resistance point i.e. the point below which the party does not want to go or would break off the negotiation rather than accept less favourable decision. Both the parties have

their aspiration level with a resistance point at an end. As long as there is some overlaps between each party's aspiration ranges, there exists a settlement range in which each one's aspirations can be met.

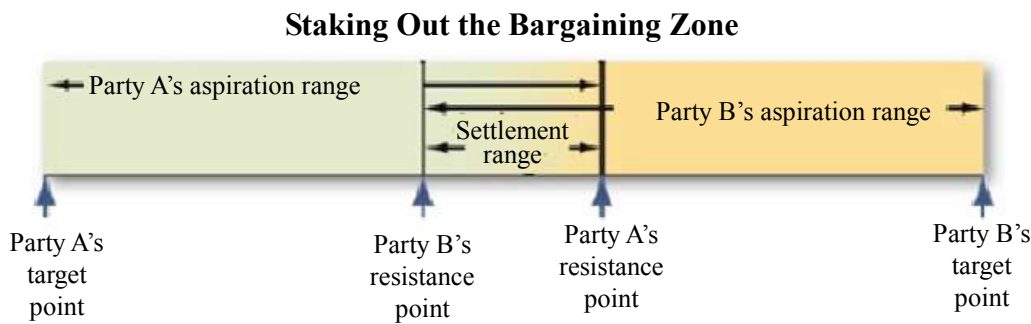


Exhibit 16.1: Staking out the Bargaining Zone

When one is engaged in distributive bargaining, one of the best things one can do is make the offer first and make it an aggressive one. Making offer first means that individual is powerful, would speak first in the meeting and thus would gain the advantage.

Integrative Bargaining: Integrative bargaining also known as interest based bargaining or win-win bargaining is a negotiation strategy that seeks to find win-win solution of the dispute for both the parties. The strategy based on developing mutual benefit for the concerned parties. Needs, desire, concerns and fear are the most important reason why parties get into disputes.

Why Integrative bargaining is important for negotiation?

Integrative bargaining produces more satisfactory outcomes unlike distributive bargaining. Distributive bargaining outcomes are fixed, opposing viewpoints that may sometime lead to chaos and disagreement or no agreement at all. Integrative solutions are more gratifying and acceptable as needs and desires of both the parties are met to some extent. This is collaborative process therefore parties are more towards helping each other. This amicability reduces chaos and ill will. Instead, interest-based bargaining facilitates constructive, positive relationships between previous adversaries. The process of reaching at a negotiation under Distributive Bargaining (Positional Bargaining) and Integrative Bargaining is presented in figure 16.2.

16.4 INDIVIDUAL DIFFERENCES IN NEGOTIATION EFFECTIVENESS

The most difficult question to answer is “are some people better negotiators than other?” Personality, mood or emotions, culture and gender are the most prominent factors that influence how effectively individual negotiates.

Personality Traits: Opponent's negotiating tactics can be predicted to some extent if his personality is known. Personality and negotiation are related to each other but has weak relation. Agreeable or extravert negotiators are not successful in distributive bargaining. Extraverts are friendly and outgoing they like to reach on a cooperation and mutual consensus rather than to butt heads. These traits find a place in integrative negotiation but may emerge as liability when interests

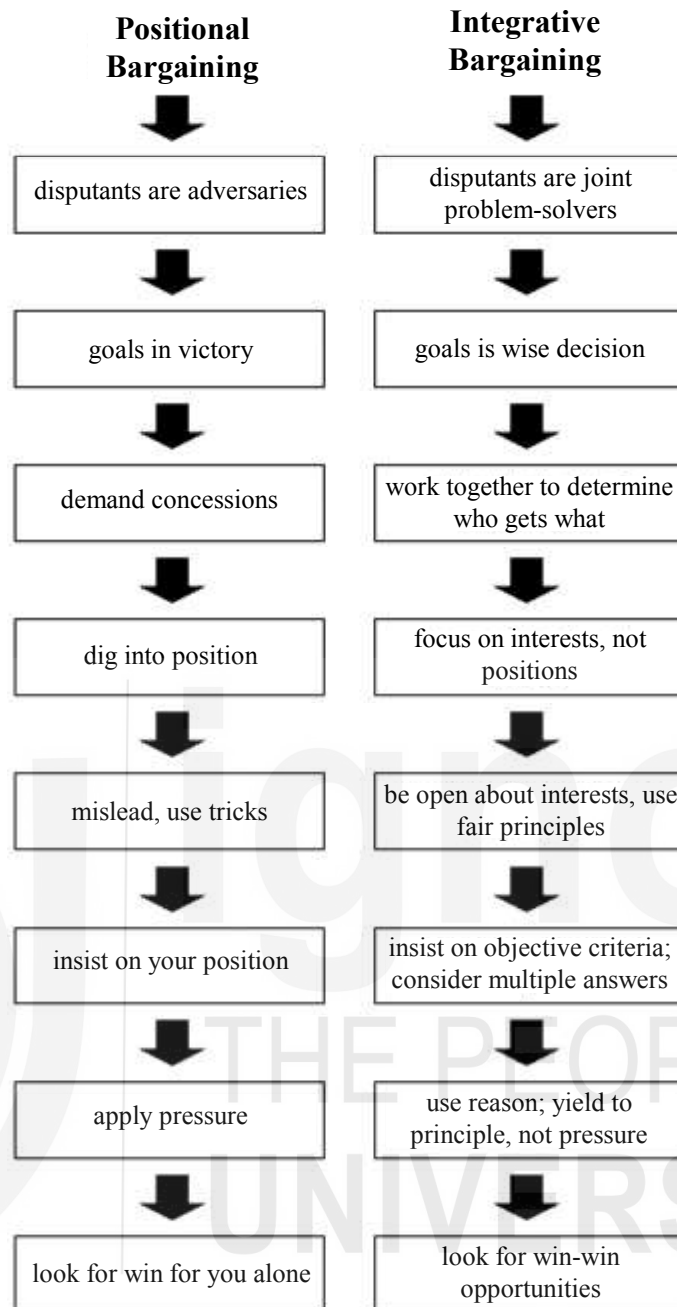


Figure 16.2: Positional Bargaining and Integrative Bargaining

Source: “Beyond Intractability.” *Integrative or Interest-Based Bargaining* | *Beyond Intractability*, www.beyondintractability.org/essay/interest-based-bargaining.

are opposed. Poor negotiators are usually not concerned about their own outcomes rather they are highly interested in having positive relationship with others. To avoid unpleasant conflicts these people plan to give in quickly and tend to be very anxious about disagreement even before negotiation starts.

B. Barry and R.A. Friedman (1998) propounded that intelligence predicts negotiation effectiveness, but as with personality, the effects are not especially strong.

Moods/emotions and negotiation: Moods and emotions do have influence on negotiation, but these moods and emotions depend on the type of negotiations. In distributive bargaining, negotiation for power, equal status with intense anger

leads to better negotiation outcomes because their anger induces concessions from their opponents. Bargain can be done with more assertive and angry negotiations. People at lower level of job or with less power, Anger and assertiveness may end up with worse outcomes. Thus if you are boss negotiating with a peer or subordinate, displaying anger may help you but if you are an employee negotiating with a boss, it might hurt you (G.A. Gan Kleef and S.Cote, 2007).

Anxiety also may displace effect on the negotiation. For example M. Olekalns and P.L Smith, (2009) said that “ individuals who experienced more anxiety about a negotiation used more deceptions in dealing with other”. Another work suggested that anxious negotiators expect lower outcomes from negotiations, respond to offer more quickly, and exit the bargaining process more quickly, which leads them to obtain worse outcomes (A.W.Brooks and M.E Schweitzer, 2011).

Integrative negotiation on the other hand displays contrasting characteristics. Positive moods and emotions appear to lead to more integrative agreements (Higher level of joint benefits). This may happen because; positive mood leads to creativity (S.Kopelman, A.S.Rosette and L. Thompson, 2006).

Culture and Negotiations: With the emergence of globalisation, cross cultural negotiation finds its place. Negotiation is a summation of exchange, interaction and communication, culture’s impact on this process is significant. Cultures do influence negotiation and knowing another party’s culture allows intense and thorough preparation, clear presentations, better bargaining, and more effective agreement.

Managers from masculine culture are more assertive, independent and competitive. They focus on winning at all cost. Managers, who give more values to avoid uncertainty like china or Japan, will rely on bureaucratic rules and procedures while negotiating. On the other hand culture that are in ease with ambiguity like north America and Scandinavian will resort to free flowing discussion that may lead to creative solutions.

The power distance and individuality- collectivism also affect the negotiation process. Low power distance ensures free flowing of ideas and cooperation during negotiation whereas individualism is about self interest. Managers favouring collectivism give more value to building relationship essential for bargaining. Negotiators from individualistic culture impose their decisions on others whereas negotiators from collectivistic culture seek to obtain group’s input that may slow down the negotiation process.

While none of the cultural influence is right or wrong, but they add complexity, subtlety and confusion to an already complex process. Savvy and effective managers include culture in their preparation and other phases of negotiation to ensure that they meet their goals and those of the other person. Knowledge of culture at all level, including organisational culture, can help in negotiation.

Gender differences in Negotiations : There is contrasting study on gender differences in negotiation. A popular belief is that women are more cooperative and pleasant in negotiation than a man. The evidence does not support this belief.

There is relatively small differences that in comparison with women men have found to be negotiate better outcomes. It has been propounded that man and woman place unequal values on outcomes. Bowles, Badcock, and Lei in their paper titled “social incentives for gender differences in the propensity to initiative negotiations” founded that because women are expected to be “nice” and men “tough”, women are penalised when they initiate negotiations. Evidences also show that Women’s own attitude and behaviour hurt them in negotiations. In anticipation of negotiation women managers display less confidence than men. Women appear to be less satisfied with their performance afterward even if their performance is at par with their male counterparts. Women do not see ambiguity as an opportunity for negotiation than men do. Research also supports that women are less aggressive in negotiation because of fear of backlash from others. E.T. Amanatullah and M.W.Morris(2010) developed a thought that women are seen to be engaged in aggressive negotiation when they are bargaining on the behalf of someone else than when they are bargaining on their own behalf.

16.5 SITUATIONAL FACTOR OF NEGOTIATION

Success of negotiation basically depends of four major factors. These are: Location physical setting, time and audience (*Ashwatthapa, K, 2013*).

Location: With familiar location, negotiating parties feel more comfortable. Strategic benefit of familiar location helps in realising better negotiation. But increasingly, computer technology is making it possible for two distinct groups to negotiate without a location. However most of the time electronic media messages can be misinterpreted and may lead to escalation of conflicts if the parties are engage in flaming. Flaming is the act of sending emotionally charged messages (called flame mail) to others. This occurs because people can send e-mail messages before their emotions subside, whereas the sender of a traditional memo or letter would have time for second thoughts.

Physical settings: Sometimes physical setting that is physical distance and seating arrangements also plays a significant role in negotiation. The physical distance between two disputed parties can influence negotiation process and their orientation towards each other. There are more chances to developing win lose orientation if people sit face to face.

Time Passage and Deadline: Time passage and deadline can help in reaching better negotiation outcomes. The more time spent in negotiation the stronger and better commitment to reaching an agreement. This increases the motivation to resolve conflict, but it also fuels commitment to a stated position.

Time deadlines are useful and effective to the extent they generate motivation among parties to complete negotiations. This time deadline may prove to be liability to an organisation if a cost is associated with exceeding the deadline. Negotiators make concessions and soften their demands more rapidly as the deadlines approach.

Audience Characteristics: Negotiators generally have audiences- anyone who has a stake in the negotiation process and its outcome, such as senior management, other team members or the general public. Negotiation may act differently when their audience are more interested in detailed negotiation information rather than just end results. When the audience are more interested and has direct surveillance

over the negotiation proceeding, the negotiators tend to be more competitive, less willing to make concessions and more likely to engage in political tactics against the other party. With their audience watching, negotiators also have more interest in saving face. Sometimes audience are drawn into the negotiations by acting as a source of indirect appeals. The general public often takes on this role when groups negotiate with governments (Ashwatthapa, 2013; Meshane and Glinow, 2000).

Activity 2: Identify Different Factors that are vital for negotiation and Justify.

.....

.....

.....

.....

.....

.....

.....

.....

16.6 ETHICS AND NEGOTIATION

There are numbers of ethical dilemmas attached to negotiating to get what you want. Should there be no falsification or should always tell the truth? Should you be upfront and reveal your game plan? What you can ethically not tell or can reveal? These difficult questions and dilemmas every organisation deals with whether it is formal or informal one. Lewicki, R.J.(1983) gave few ethical violations to avoid. And these are more serious and progressive. These are:

Selective Disclosure: Negotiators highlights positive information and downplay or fail to mention negative information.

Misrepresentation: Most of the time negotiators misstate facts and information or their position. For example, they misrepresent the lowest price they are willing to accept.

Deception and Lying: Negotiators give the other party factually incorrect information or information that leads to incorrect assumptions or conclusions.

False threat and false promises: negotiators provide misinformation about actions that they may take and concessions they may be willing to make.

Inflict direct or indirect harm: Negotiators intentionally sabotage the other party’s chance of success.

Negotiation may encounter any of these violations. The most sever violations are the last two i.e. False information and inflicting harm. How a negotiator ranks the others depends on his values and morals and in some case his culture.

The following table provides tips for monitoring your own ethics

Table 16.2: Monitoring Ethics

Advice	Description
Learn from your mistakes	Everybody has violated ethics. One should learn from them and try not to repeat them.
Do you like what you see?	Evaluate your own behaviour and strategies. Are you proud of yourself? Do you like your behaviour and attitude?
What does the other person see?	Consider how you appear to the other party or to an observer. Are you projecting a right image? Do you like what you are projecting of yourself?

16.7 THIRD PARTY NEGOTIATIONS

So far we have discussed about bargaining as the direct negotiation. Sometimes situations are so complex and tedious that individuals or group representatives are unable to resolve their differences through bargaining or direct negotiations. Then the ultimate solution that can bring agreement and coherence is “Third Party Negotiation”. There are three basic third party roles most prevalent to reach negotiations. These are: Mediators, Arbitrators and Conciliators.

Let’s discuss about these one by one.

Mediator: This is the third person not associated with any of the concerned parties who facilitates negotiation using his ability of persuasion, suggestion, reasoning, suggesting alternatives etc. Mediators are mostly used in labour management negotiation and in civil court disputes. They are very effective and impressive and highly recommended for negotiations. Their success rate is about 60 percent with 75 percent negotiator satisfaction. According to the U.S. Equal Employment Opportunity Commission, “Mediation gives the parties the opportunity to discuss the issues raised in the charge, clear up misunderstandings, determine the underlying interests or concerns, find areas of agreement and, ultimately, to incorporate those areas of agreements into resolutions. A mediator does not resolve the charge or impose a decision on the parties. Instead, the mediator helps the parties to agree on a mutually acceptable resolution. The mediation process is strictly confidential.” (The U.S. Equal Employment Opportunity Commission, 2007). Mediator are advantageous as they help the both the party to develop their solutions, resolves issues that are significant for both the parties and sometimes mediator solve the conflict even if no resolution is reached.

There are few disadvantages of mediators like here conflict intensity is not very high. This type of method is useful for negotiation when moderate level of conflict is there. At the same time perception of the mediator plays an important role in finding solutions. The mediator must be neutral and non coercive to be effective.

Arbitrator: Arbitrator is a third party possessing authority to dictate an agreement. There are mainly two types of arbitrator. Voluntary arbitrator; requested by the parties and compulsory arbitrator; enforced by the law or tribunals on the concerned parties. The effectiveness and success rate of arbitrator is comparatively

higher than mediators. Arbitration always results in settlement. On the other hand its success may appear heavily on any of the disputed parties. As the decision here is more enforced the dispute may arise at a later time if any of the party is left dissatisfied.

It is common to see mediation followed by arbitration. An alternative technique is to follow the arbitration with mediation. The format of this conflict resolution approach is to have both sides formally make their cases before an arbitrator. The arbitrator then makes a decision and places it in a sealed envelope. Following this, the two parties work through mediation. If they are unable to reach an agreement on their own, the arbitration decisions become binding. Researchers using this technique found that it led to voluntary agreements between the two parties.

Conciliator: A trusted third party providing informal communication link between the negotiator and the opponent. Robert Duval made this role famous in his film “Godfather”. Mediation and conciliation overlap each other in a great deal therefore it is difficult to compare success of each of these strategies. Practically conciliator not merely works as a communication channels. They also find facts, decode messages, seek necessary information and try to persuade disputants to reach on a consensus.

16.8 THE GANDHIAN APPROACH TO CONFLICT RESOLUTION AND INTEGRATION

Several social activists and noble prize winner are deeply influenced by the Gandhi’s View of practicing major public conflicts and conflict theories. Gandhi’s approach of Satyagraha during independence movements has been seen as Gandhian approach to conflict resolution. Humanistic values as a source of Conflict and negotiation were majorly adopted by Gandhi. His writings presented three levels of norms that were derived from Indian traditional wisdom

The first level of norms relates to goals and conflicts:

- Act now, here, for your own group goals, and out of conviction.
- Define the conflict well by stating goals clearly, try to understand the opponent’s goals, emphasize common and compatible goals, and state the conflict-relevant facts objectively.
- Have a positive approach to the conflict and look at it as an opportunity to meet the opponent, as an opportunity to transform the society, and as an opportunity to transform the self.

The second level of norms relates to conflict struggle and process:

- Act nonviolently in conflicts, i.e., do not harm or hurt with words, deeds, or thoughts; do not damage property; prefer violence to cowardice; do good even to the evildoer.
- Act in a goal-consistent manner by being constructive, acting openly rather than secretly.
- Do not to cooperate with the evil (evil structures, status, and action or those who cooperate with the evil).

- Be willing to sacrifice (by not escaping from the punishment and by willing to die if necessary).
- Do not polarize the situation by distinguishing between antagonisms and antagonists, between persons and status. One should maintain contact with opponents, have empathy for their position, and be flexible in defining parties and positions.
- Do not to escalate the conflict; remain loyal, do not provoke the opponent, do not allow oneself to be provoked, do not humiliate, and do not allow oneself to be humiliated.

The third and final level of norms relates to conflict resolution:

- Resolve conflicts by seeking negotiation, positive social transformation, and the transformation of both the self and the opponent.
- Insist on essentials rather than nonessentials, i.e., do not trade with essentials and be willing to compromise on nonessentials.
- See oneself as fallible, admit your mistakes, and maintain consistency over time.
- Be generous with opponents, do not exploit their weaknesses, do not judge them harder than yourself, and trust them.
- Finally, aim for conversion rather than coercion; seek the solutions that can be accepted by both you and the opponent; never coerce the opponent; convert the opponent into a believer of the cause, or be open to convert yourself.

The Gandhian conflict process goes well beyond conflict resolution to integration (or transformation) at a deeper level, the achievement of self-realization. For the Mahatma, the fundamental principle was that of the unity of existence (or more immediately, the unity of humans). People are related to each other in a way that has a transcendental nature, and a conflict should be seen as a gift providing a rich opportunity, potentially to the benefit of all and to realize a higher self.

16.9 AVOIDING COMMON MISTAKES IN NEGOTIATION

Failing to Negotiate/Accepting the First Offer: Some of the people do believe that negotiation is a conflict situation and hence try to avoid this. Research findings have demonstrated that this kind of conflict avoidance is most prevalent among female workforce. For example, one study looked at students from Carnegie-Mellon who were getting their first job after earning a master's degree. The study found that only 7% of the women negotiated their offer, while men negotiated 57% of the time (CNN, 2003). The result had profound consequences. Researchers calculate that people who routinely negotiate salary increases will earn over \$1 million more by retirement than people who accept an initial offer every time without asking for more.

Letting Your Ego Get in the Way: Putting more values for yourself and thinking about oneself can prove to be disadvantageous. People from united state are more egoistic and self centred. This narcissistic behaviour may add no value to

the negotiation process. Instead, think about why the other person would want to accept the deal. Help them meet their goals while you achieve yours. Integrative outcomes depend on having good listening skills. A good business relationship can only be created and maintained if both parties get a fair deal.

Having Unrealistic Expectations: Susan Podziba, a professor of mediation at Harvard and MIT, plays broker for some of the toughest negotiations around, from public policy to marital disputes. She takes an integrative approach in the negotiations, identifying goals that are large enough to encompass both sides. As she puts it, “We are never going to be able to sit at a table with the goal of creating peace and harmony between fishermen and conservationists. But we can establish goals big enough to include the key interests of each party and resolve the specific impasse we are currently facing. Setting reasonable goals at the outset that address each party’s concerns will decrease the tension in the room, and will improve the chances of reaching an agreement.” (Rothenberger, C, 2008).

Getting Overly Emotional: Negotiators who display anger during negotiation negotiate worse than who do not (Kopelman, S., Rosette, A. S., & Thompson, L, 2006). and that during online negotiations, those parties who encountered anger were more likely to compete than those who did not (Friedman, R., Anderson, C., Brett, J., Olekalns, M., Goates, N., & Lisco, C. C, 2004). In a study of online negotiations, words such as despise, disgusted, furious, and hate were related to a reduced chance of reaching an agreement (Brett, J. M., Olekalns, M., Friedman, R., Goates, N., Anderson, C., & Lisco, C. C., 2007).

Letting Past Negative Outcomes Affect the Present Ones: Research shows that negotiators who had previously experienced ineffective negotiations were more likely to have failed negotiations in the future. Those who were unable to negotiate some type of deal in previous negotiation situations tended to have lower outcomes than those who had successfully negotiated deals in the past (O’Connor, K. M., Arnold, J. A., & Burris, E. R., 2005). The key to remember is that there is a tendency to let the past repeat itself. Being aware of this tendency allows you to overcome it. Be vigilant to examine the issues at hand and not to be overly swayed by past experiences, especially while you are starting out as a negotiator and have limited experiences.

16.10 SUMMARY

Negotiation occurs in the process of conflict resolution. Location, Physical setting, time passage, and audience characteristics influence negotiation. Make sure you set aggressive negotiating goals and try to find creative ways to achieve the objectives of both the parties, especially when you value the long term relationship with the other party. That does not mean sacrificing your self-interest: rather, it means trying to find creative solutions that gives both parties what they really want.

16.11 SELF-ASSESSMENT QUESTIONS

- 1) What do you mean by negotiation?
- 2) Differentiate between Distributive and Integrative Bargaining.

- 3) How do individual differences of personality and gender influences negotiation?
- 4) What are roles and functions of Third party Negotiations?

16.12 FURTHER READINGS

Rao, P. Subba. *Management and Organisational Behaviour: Text, Cases and Games*. Himalaya Publishing House, 2008.

K, Ashwatthapa. *Organisational Behaviour: Text, Cases and Games*. 8th ed., Himalaya Publishing House, 2013.

Robbins, et al. *Organisational Behaviour*. 2nd ed., Pearsons, 2014.

Nelson, Debra, et al. "ORGB. A South-Asian Perspective." *ORGB. A South-Asian Perspective, 2nd ed., Cengage Learning, pp. 269-272.*)

References

Lax, David A., and James K. Sebenius. *The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain*. NY: Free Press, 1986.

Pinkley, R. L. (1995). Impact of knowledge regarding alternatives to settlement in dyadic negotiations: Whose knowledge counts? *Journal of Applied Psychology*, 80, 403–417.

Lewicki, Roy J., et al. *Essentials of Negotiation*. McGraw-Hill Education, 2009.

Barry, B., & Friedman, R. A. (1998). Bargainer characteristics in distributive and integrative negotiation. *Journal of Personality and Social Psychology*, 74(2), 345-359.

G.A. Gan Kleef and S.Cote, "Expressing Anger In Conflict:When It Helps and When It Hurts," *Journal of Applied Psychology* 92, no. 6 (2007),pp.1157-1569.

Olekalns, M; Smith, PL, Mutually Dependent: Power, Trust, Affect and the Use of Deception in Negotiation, *Journal of Business Ethics*, 2009, 85 (3), pp. 347 – 365.

A.W.Brooks and M.E Schweitzer, "Can Nervous Nellie Negotiate? How Anxiety Causes Negotiators to Make Low First Offers, Exit Early, and Earn Less Profit," *Organisational Behaviour and Human Decision Processes* 115,no.1 (2011),pp, 43-54.

S.Kopelman, A.S.Rosette and L. Thompson , "The Three Faces of Eve:Strategic Display Of Positive, Negative and Neutral Emotions in Negotiations," *Organisational Behaviour and Human Decision Processes* 99 (2006),pp.81-101.

Amanatullah, Emily T. and Catherine H. Tinsley. "Exploring why advocacy moderates backlash against assertive female negotiators." (2012).

Ashwatthapa, K. "Conflicts and Negotiation." *Organisational Behaviour: Text, Cases and Games, 8th ed., Himalaya Publishing House, 2013, pp. 379–380.*

Nelson, Debra, et al. "ORGB. A South-Asian Perspective." *ORGB. A South-Asian Perspective, 2nd ed., Cengage Learning, 2017, pp. 269–272.*

Rothenberger, C, “Negotiation 201: Refine your skills. *Fast Company*”. (2008).

Kopelman, S., Rosette, A. S., & Thompson, L, “The three faces of Eve: An examination of the strategic display of positive, negative, and neutral emotions in negotiations”. *Organizational behavior and human decision processes*, 99, (2006), 81–101.

Friedman, R., Anderson, C., Brett, J., Olekalns, M., Goates, N., & Lisco, C. C, “The positive and negative effects of anger on dispute resolution: Evidence from electronically mediated disputes”. *Journal of Applied Psychology*, (2004),89, 369–376.

O’Connor, K. M., Arnold, J. A., & Burris, E. R, “Negotiators’ bargaining histories and their effects on future negotiation performance”. *Journal of Applied Psychology*, 90,(2005),350–362.



ignou
THE PEOPLE'S
UNIVERSITY