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## UNIT 5 MANAGING ORGANISATIONAL STRUCTURE

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### Structure

- 5.0 Objectives
- 5.1 Warm Up: Ability to Influence and Lead
- 1.2 Reading: The Role of a Manager
- 1.3 Vocabulary: Leadership
- 5.4 Speaking and Listening
- 5.5 Language Focus: Degree of Probability
- 5.6 Grammar: Modals
- 5.7 Writing: Reports
- 5.8 Pronunciation
- 5.9 Summary
- 1.10 Suggested Readings
- 1.11 Answers to Check Your Progress

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### 5.0 OBJECTIVES

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Managing organizational structures primarily involves a relationship between the leader and the team. In this unit you will learn about:

- managing people at all levels of organization.
- motivating teams
- dynamics of leadership
- managing conflicts
- taking and implementing decisions

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### 5.1 WARM UP: ABILITY TO INFLUENCE AND LEAD

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Read the following statements and rate yourself on a scale of 1 to 5 for each of the following statements. (1 = Not strong in this area, 5 = Very strong in this area).

#### 1. Competence

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| - the ability to do a job successfully | 1 | 2 | 3 | 4 | 5 |
| - doing the job better than expected   | 1 | 2 | 3 | 4 | 5 |

#### 2. Discretion

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| - ability to distinguish between good and bad, right and wrong | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

#### 3. Attitude

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| - ability to maintain a positive attitude in negative situations | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

#### 4. Honesty and Openness

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| - ability to stand for principles                  | 1 | 2 | 3 | 4 | 5 |
| - appreciate and disapprove without bias/prejudice | 1 | 2 | 3 | 4 | 5 |

#### 5. Communication

- effective communication ability so that everyone understands	1	2	3	4	5
- convey decisions without being rude	1	2	3	4	5
- listen to everyone without hierarchical blockades	1	2	3	4	5
- deal with everyone sensitively	1	2	3	4	5

Honestly rate yourself by counting the points.

If you score between 10 and 20 – You need to develop certain skills for effective leadership.

If you score between 30 and 40-You already have skills to lead effectively except for a few things which need improvement.

If you score 50 it means you would be successful in achieving personal as well as organizational goals.

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## **5.2 READING:THE ROLE OF A MANAGER**

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The passage below tells you about the role of a manager. Read it carefully and then answer the questions given at the end of the passage:

The role of a manager is closely related to the powers that are given at different levels of the organization – top level, middle level and lower level management. The function of a manager can be divided into formal and informal aspects. Formal functions are to win contracts, delegate duties, express opinion and takes judicious decisions. Informal functions of a manager are related to personal style, ability to influence/charisma, concern for colleagues at all levels i.e. – the way a manager interacts with other people.

A manager leads the team with example and takes the business towards the goals inspite of expected or unexpected changes. In the process s/he achieves personal as well as the company's objectives.

A manager should be able to deal intelligently with tricky situations keeping in mind existing conflicts of interest in the organization. For this the executive should be able to resolve or manage his/her inner conflicts so that his/her decisions are strongly grounded in reality. Greater attention must be given to the organizational structure and creating a strong feeling of security or the organization will greatly suffer.

### **Check Your Progress 1**

Can you answer the given questions on the basis of your reading of the passage?  
Write out your answers in your own words. Check your answers with the key.

1. In how many aspects are the functions of a manager divided?  
.....
2. How does a manager lead a team?  
.....
3. How should an executive deal with a tricky situation?  
.....  
.....

4. What should be done to avoid loss in an organization?

.....  
.....

5. Name two duties that come under formal and informal functions of a manager.

.....

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## 5.3 VOCABULARY: LEADERSHIP

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### Check Your Progress 2

1. Insert suitable words from the box to complete the following text on Leadership. Check your answers with the Answer key.

credibility	shared	relationships	rank
commitment	profit	violated	trust
company	expenditure	led	

There are many aspects that bind employees and corporations together but it is a leader who builds \_\_\_\_\_. He or she is not primarily a \_\_\_\_\_ generating robot or someone who ensures that the \_\_\_\_\_ should survive and prosper at any cost. Such leaders are themselves \_\_\_\_\_ by \_\_\_\_\_ and not principles. They abandon their policies as soon as profit graph changes. Their \_\_\_\_\_ to the organization takes a new turn as the profit dips. They talk about controlling the \_\_\_\_\_ but keep drawing astronomical salaries for themselves whereas equality and opportunity rights are \_\_\_\_\_ for junior staff.

Today Leaders in industrial organizations must understand that leadership is not a position or a \_\_\_\_\_; it is primarily and fundamentally a relationship of \_\_\_\_\_ between leaders and other employees. The more the leaders honor this trust, the greater will be their \_\_\_\_\_ with their staff and the more effective will be the ability to build and achieve a \_\_\_\_\_ vision.

2. Here is draft of a memo. In an advertisement agency, groups of people operate as teams. One of the groups has been a troublemaker who refuse to improve. Even the verbal warnings have had no effect. The GM writes a memo to the Creative Head. Fill in the words from the box to complete the text.

### MEMORANDUM

From : The General Manager                      To : The Creative Head  
Subject: Disciplinary Action                      Date : 18/4

A number of \_\_\_\_\_ have been made against the Visualizing Department. There have been reports of unnecessary delay in completing the \_\_\_\_\_ tasks.

The Marketing Head has provided \_\_\_\_\_ where three crucial presentations were cancelled due to the carelessness of this department.

The Finance Department has already voiced \_\_\_\_\_ over the probable loss to the organization due to \_\_\_\_\_ of two contracts. In spite of \_\_\_\_\_ warning on 16.01.2003 and \_\_\_\_\_ of improvement nothing has changed. Therefore you are requested to give a clarification within three days or face disciplinary \_\_\_\_\_ as per the company rules.

action	concern	assigned	presentation	complaints
clarification	verbal	assurance	instances	cancellation

## 5.4 SPEAKING AND LISTENING

1. Listen to this conversation carefully. Here workers are discussing the work environment of their organization. Practice the dialogue with your friend.

Worker A: We can come and go to our work as we please. You know, we follow flexi-timing.

B: It can't be possible. There should be registers where the workers check-in and check-out.

A: Would you believe this? We may even be asked to decide how much of the profit to share with our employers and how much to invest in the company.

B: You must be joking.!

A: No, the employers feel that the workers must participate in the profit sharing of the company and be stake-holders.

B: That's amazing!

A: The workers will soon decide their own salaries soon. In this way, we will try and deserve our salaries.

B: Your company must be the only one with such a democratic structure!

### Check Your Progress 3

1. Here are prompts for 5 pairs of discussion and responses. Write them down and then check your answers with the audio/transcript.

A: It shouldn't /happened. There/ways/asking/people/go.

B: Jenny couldn't keep/office/policy. She/corrected. More/once.

.....

A: I/really/excited/get /job. I/going/part/organization/has/international reputation.

B: Yes, they/structured team/salaries/good. Work/routine/different/interesting

.....

A: I can't cope/gadgets. I can get training /competent teachers but management/ feels/expensive

B: No, negotiations are going on /training colleges/reducing/cost. Now/ department/arrange/training.

.....

A: It/me/hour/reach/work. I/tired/boss does not /understand.

B: Have/spoken/him/this? Does he/ about/problem?

.....

3. Write out the following jumbled speech in the right order. Listen to the audio cassette and check if you have got the sequence right.

1. Of equal importance will be the continued focus on development financing.
2. Friends, after bailing out of the first quarter successfully.
3. First operation turn around and its timing and sequence.
4. Heads of the units are requested to form core teams.
5. Each unit will frame action plans and set targets
6. Today let us pledge to work towards reaching the top together.
7. The targets will have to be achieved within a defined period.
8. There are two issues which take top priority.
9. Thirdly, we are preparing a blue print to revitalise the ailing units.

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## 5.5 LANGUAGE FOCUS: DEGREE OF PROBABILITY

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1. Situations often require that the speaker express their meaning with precision. The degree of probability has to be defined.

100%	-	Certain	I am certain of the profit.
75%	-	Possible	Likely It is likely to be installed today.
50%-	-		It is possible that targets may not be met this quarter due to floods.
25%	-	Unlikely	It is unlikely that he would be called for an investigation.
0%	-	Impossible	It is impossible that she will be called again.

### Check Your Progress 4

Use the suitable degree of probability to complete the sentences. Check your answers with the key.

1. His crime is such that it is \_\_\_\_\_ that the management will let him continue as supervisor.
  2. The changes in the purchase department will make a definite mark, I am \_\_\_\_\_ of it.
  3. The new manager has sent in his letter of acceptance. He is \_\_\_\_\_ to join tomorrow.
  4. We understand your situation, it is \_\_\_\_\_ that you may get leave.
  5. It is \_\_\_\_\_ that we will get permission to buy new furniture for our department.
2. Here are some ways which you could use to get people to do things.

### Requesting

I'd like you to \_\_\_\_\_ please.  
 Could you ask \_\_\_\_\_ to \_\_\_\_\_ for me?  
 Could you \_\_\_\_\_ please ?  
 Do you think you could \_\_\_\_\_ ?  
 Would you mind \_\_\_\_\_ ing \_\_\_\_\_ ?

### Granting Permission or refusing

Sure, go ahead.  
 By all means  
 I'm afraid that's not possible, because \_\_\_\_\_  
 I won't be able to \_\_\_\_\_, because \_\_\_\_\_  
 I'm sorry but \_\_\_\_\_  
 No, I'm afraid you can't, because \_\_\_\_\_

### ***Criticising/Complaining***

I'm sorry to have to say this but \_\_\_\_\_  
I think you may have forgotten \_\_\_\_\_  
It may have slipped your mind, but \_\_\_\_\_  
There may have been a misunderstanding about \_\_\_\_\_  
I'm afraid norms have been forgotten \_\_\_\_\_

### ***Appreciating/encouraging***

Thanks for your co-operation, without it \_\_\_\_\_  
I would like to extend my personal appreciation \_\_\_\_\_  
We could do it because of team effort \_\_\_\_\_  
Each member contributed beyond \_\_\_\_\_  
We are back in business because of \_\_\_\_\_

### **Check Your Progress 5**

Which of the above expressions will you use in these situations?

1. Voicing your concern for staff conflicts
2. Refusing permission of leave.
3. Thanking staff for the support.
4. Requesting staff for the extra work.
5. Negotiating differences.
6. Reminding of pending work.
7. Granting permission to purchase material.
8. Make people work for you.
9. Reminding norms of organization.
10. Paying compliment.

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## **5.6 GRAMMAR: MODALS**

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The **modal verbs** are a special group of **auxiliary verbs**. We use them **before other verbs** to express certain meanings-for example **permission, ability, possibility, certainty**.

We list below some of the modals and their functions.

Can	= (ability; requests; permission)
Could	= (ability, possibility; polite requests)
Would	= (polite request)
Will	= (offer) (expressing the future)
Shall	= suggestion, offer
Should	= advice
May	= possibility
Have got to	= obligation
Must	= obligation
Need	= necessity

### **Check Your Progress 6**

Underline the correct option. The first one is done for you.

May/should/mustn't I help you?

1. If you travel to U.K. you can/should/must have a visa.
2. You shouldn't/don't have to /couldn't laugh at old people.
3. Passengers must/must not/should not smoke in the toilets.

4. I think you *should/must/may* eat less and exercise more.
5. You *mustn't/may not/needn't* tell me if you don't want to.
6. You *may/have to should* drive on the left in Britain.
7. She makes new clothes every week. She *can/could/must* have plenty of money
8. She doesn't answer the phone. She *mustn't can't/shouldn't* be in her office.

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## 5.7 WRITING: REPORTS

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### Check Your Progress 7

Imagine that your Director has asked you to find out the precautions and preparations needed to arrange for the disaster management provisions in your company.

These are the notes you've made. Draft a report to your director by expanding the notes into paragraphs.

#### **Identified Dangers**

1. Fire-particularly in areas where a lot of paper is stored
2. Earthquake – cracks due to previous earthquake.
3. Lightening – inadequate safety measures

#### **Proposals**

1. Fire frightening equipment to be maintained regularly
2. Fire fighting training to the support staff.
3. Display of safety regulations in the area.
4. Hooters to be installed –signal warning
5. Exit outlets to be highlighted
6. Important telephone numbers-Hospital, Fire Brigade, Doctors, officials.
7. Action committee to be formed.

Begin your report as follows:

To : Mr. Sunil Sen, Director  
From : (Your name)

Date :

Before you write your report we would like to offer a few suggestions.

### **Steps In Writing Reports**

Before you begin writing a report, you must ask yourself a number of questions: what is the purpose of the report? What problem or problems are you expected to solve? Is it to pass on information, or persuade someone to take a particular course of action? Or to answer a question? Who are your readers? When is the report due? etc.

After you have a clear idea of the kind of problem that you are expected to investigate, you may begin the actual work of research and collection of facts. It may be a good idea to write down your statement of purpose; it will help you to be precise and remind you of your focus. The procedure leading to the writing of the report would involve six distinct stages:

1. investigating the sources of information
2. taking notes
3. interpreting and analyzing the facts
4. writing the outline of the report
5. writing the actual report
6. editing and revising the report.

### **The Format of the Report**

Most reports have at least three and sometimes four parts. These include: Introduction, Body, Conclusion, and Recommendations. The introduction should

state the subject and the purpose of the report. It may also include any background information that is necessary for the reader to follow the report. The introduction is often a good place to refer briefly to any conclusions that may be drawn.

In the body of the report, the writer must include a clearly organized account of the subject of the report, e.g. the results of the survey carried out, an account of the fire in the factory and the damage to life and property.

The conclusion of the report contains a summary of the findings and their significance.

Finally, in the recommendations are included any suggestions that the writer may make-based on the facts of the situation. The recommendations indicate any practical course of action that may be taken. These are often the most important part of the report, and their adoption or rejection depends on how they are presented.

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## 5.8 PRONUNCIATION

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These are some of the words which occur in the unit. Listen how these words are pronounced. Now practice saying the words:

- A.    1. Product            2. Accounts            3. Problem            4. Purchase  
      5. Research          6. Dispatch

- B.    1. Employee          2. Organise            3. Department        4. Develops  
      5. Customer          6. Marketing

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## 5.9 SUMMARY

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In our professional life, we often have to work in teams, perhaps take up the leadership of a team. In this unit, we tried to give you linguistic competence in managing various levels of the organization, participating as a team member as well as a and a leader.

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## 5.10 SUGGESTED READINGS

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Adelstein, M.E. and Sparrow, W.K. (1983) **Business Communications**. New York: Harcourt Brace Jovanovich

Rai, U, and Rai, S.M. (1989) **Business Communication**. Mumbai: Himalaya Publishing House

Sharma R.C. and Mohan, K. (1978) **Business Correspondence and Report Writing**. New Delhi: Tata McGraw Hill.

Thill, J.V. and Bovee, C.L. (1993) **Excellence in Business Communication**. New York: McGraw Hill.

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## 5.11 ANSWERS TO CHECK YOUR PROGRESS

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### Reading

## Check Your Progress 1

Possible answers to the questions.

- 1 The functions of a manager can be divided into formal and informal aspects.
- 2 A manager leads the team by example.
- 3 An executive should resolve his/her inner conflicts so that his/her decision are strongly grounded in reality.
- 4 Greater attention must be given to the organizational structure and creating a strong feeling of security or the organization would suffer.
- 5 Formal duties- delegate duties and win contracts  
Informal duties – Charisma and concern for colleagues.

## Check Your Progress 2

1.

There are many aspects that bind employees and corporations together but it is a leader who builds relationships. He or she is not primarily a profit generating robot or someone who ensures that the company should survive and prosper at any cost. Such leaders are themselves led by policies and not principles. They abandon their policies as soon as the profit graph changes. Their commitment to the organization takes a new turn as the profit dips. They talk about controlling the expenditure but keep drawing astronomical salaries for themselves whereas equality and opportunity rights are violated for junior staff.

Today Leaders in industrial organizations must understand that leadership is not a position or a rank; it is primarily and fundamentally a relationship of trust between leaders and other employees. The more the leaders honor this trust, the greater will be their credibility with their staff and the more effective will be the ability to build and achieve a shared vision.

2. complaints; assigned; instances; concern; cancellation; verbal; assurance; action;

## Check Your Progress 3

1.

- A: It shouldn't have happened. There are ways of asking people to go.  
B: Jenny couldn't keep up with the office policies. She was corrected for indiscipline more than once.
- A: I am really very excited about getting this job. I am going to be part of an organization that has an international reputation.  
B: Yes, they have structured terms, and their salaries are good. And the work is not routine and boring, but different and interesting..
- A: I can't cope with gadgets. I can get training from competent teachers but the management feels its expensive.  
B: No, negotiations are going on with training colleges for reducing the cost. Now the department will arrange for the training.
- A: It takes me an hour to reach to work, I get tired but the boss does not understand my problem.  
B: Have you spoken to him about this? Does he know about the problem?

2. 2, 8, 3, 1, 9, 6, 7, 8, 9

## Check Your Progress 4

1. His crime is such that it is unlikely that the management will let him continue as supervisor.
2. The changes in the purchase department will make a definite mark. I am certain of it.
3. The new manager has sent in his letter of acceptance. He is likely to join tomorrow.
4. We understand your situation, it is possible that you may get leave.
5. It is unlikely that we will get permission to buy new furniture for our department.

### **Check Your Progress 5**

(Expressions to be used in various situations)

1. Voicing your concern for staff conflicts/Negotiating differences/Reminding norms of organization/Reminders of pending work.
  - I am sorry to have to say this but.....
  - I am afraid norms have been forgotten.....
  - It might take alarming shape if .....
2. Refusing permission of leave
  - I am afraid that's not possible, because .....
  - I won't be able to .....,because.....
  - No, I am afraid you can't, because.....
3. Requesting staff for extra work/make people work for you.
  - I'd like you to .....please.
  - Could you.....please?
  - Do you think you could.....?
  - Would you mind.....+ing.....?
4. Thanking staff for support/showing appreciation
  - Thanks for your co-operation, without it.....
  - I would like to extend my personal appreciation.....
  - We could only have achieved our target because of team effort.....

### **Check Your Progress 6**

1. Must
2. Shouldn't
3. Must not
4. Should
5. Needn't
6. Have to
7. Must
8. Mustn't

### **Check Your Progress 7**

To : Mrs. Sunil Sen, Director

From : Your Name

Date : 25<sup>th</sup> November 2003

After the survey it was found that we need protection from three possible dangers - Fire, Earthquake and lightening. The warehouse is the most sensitive area because of the large amount of paper stored and inadequate safety measures. The cracks of the last Earthquake have widened and the trees around the factory have been burnt by the lightening.

As we are placed in the area which is prone to the above mentioned dangers, the following precautions and improvements are necessary to avert major disasters.

Fire fighting equipment should be maintained regularly and staff should be trained to handle them. Safety regulations should be displayed at various places.

At the time of any disaster, hooters should be sounded to signal warning and exit outlets to be highlighted for safe evacuation of the people.

Important telephone numbers such as those of Hospitals, Fire-Brigade, Doctors, Company Officials should be displayed at various places.

Last, but not the least, an Action Committee should be formed and trained to handle the situation calmly.

xyz  
Manager.