SECTION – 3

QUESTION-1.

ANSWER:-

1. Sensitivity Training:-

Sensitivity training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility.

Social sensitivity in one word is empathy. It is ability of an individual to sense what others feel and think from their own point of view.

Procedure of Sensitivity Training:-

Sensitivity Training Program requires three steps:

1. Unfreezing the old values -It requires that the trainees become aware of the inadequacy of the old values. This can be done when the trainee faces dilemma in which his old values is not able to provide proper guidance. The first step consists of a small procedure:

2. Development of new values - With the trainer's support, trainees begin to examine their interpersonal behavior and giving each other feedback. The reasoning of the feedbacks are discussed which motivates trainees to experiment with range of new behaviors and values. This process constitutes the second step in the change process of the development of these values.

3. Refreezing the new ones - This step depends upon how much opportunity the trainees get to practice their new behaviors and values at their work place.

Goals of Sensitivity Training:-

While the emphases, styles and specific goals of the multitude of sensitivity training programs vary, there does seem to be some consensus as to general goals. These include:

1. Increased understanding, insight, and self awareness about one's own behavior and its impact on others, including the ways in which others interpret one's behavior.

2. Increased understanding and sensitivity about the behavior of others, including better interpretation of both verbal and nonverbal clues, which increases awareness and understanding of what the other person is thinking and feeling.

3. Better understanding and awareness of group and inter-group processes, both those that facilitate and those that inhibit group functioning.

4. Increased diagnostic skills in interpersonal and inter-group situations. For the authors, the accomplishments of the first three objectives provide the basic tools for accomplishing the fourth objective.

5. Increased ability to transform learning into action, so that real life interventions will be more successful in increasing member effectiveness, satisfaction, output, or effectiveness.

6. Improvement in individuals' ability to analyze their own interpersonal behavior, as well as to learn how to help themselves and others with whom they come in contact to achieve more satisfying, rewarding, and effective interpersonal relationships.

Different sensitivity programs may emphasize one or more of these goals or may neglect some. However, they are goals that are common to most T groups.

Outcomes of sensitivity training:-

The outcomes they depict (self, role, and organization) are only possibilities, and cannot be guaranteed for everyone attending a sensitivity training program. This is because some participants do not learn or learn very little from a T group experience, others learn some things, and others learn a considerable amount and variety of things and because programs vary so much in terms of their nature and goals. Possible outcomes are as follows:

Self:-

Increased awareness of own feelings and reactions, and own impact on others.

Increased awareness of feelings and reactions of others, and their impact on self.

Increased awareness of dynamics of group action.

Role:-

Increased awareness of own organizational role, organizational dynamics, dynamics of larger social systems, and dynamics of the change process in self, small groups, and organizations.

Changed attitudes toward own role, role of others, and organizational relationships, i,e., more respect for and willingness to deal with others with whom one

is interdependent, greater willingness to achieve collaborative relationships with others based on mutual trust.

Increased interpersonal competence in handling organizational role relationships with superiors, peers, and subordinates.

Organization:-

Increased awareness of, changed attitudes toward, and increased interpersonal competence about organizational problems of interdependent groups or units.

Organizational improvement through the training of relationships or groups rather than isolated individuals.

2. Quality of Work life:-

Managers seek to reduce job dissatisfaction at all organizational levels, including their own. This is a complex problem, however, because it is difficult to isolate and identify the attributes which affect the quality of working life.

Profitability of a company is linked to satisfaction of its work force. A company that does not measure and improve employee satisfaction may face increasing turnover, declining productivity and limited ability to attract and retain qualified replacements.

Quality of work life involves three major parts:

1. Occupational health care:

Safe work environment provides the basis for people to enjoy his work. The work should not pose health hazards for the employees.

2. Suitable working time:

Companies should observe the number of working hours and the standard limits on overtime, time of vacation and taking free days before national holidays.

3. Appropriate salary:

The employee and the employer agree upon appropriate salary. The Government establishes the rate of minimum salary; the employer should not pay less than that to the employee. Work represents a role which a person has designated to himself. On the one hand, work earns one's living for the family, on the other hand, it is a self-realization that provides enjoyment and satisfaction.

Nature and Scope of Quality of Work Life:

Quality of work life is the quality of relationship between employees and total working environment.

A Great Place to work is where "You Trust the people you work for, have pride in what you do, and enjoy the people you work with."

Quality of work life represents concern for human dimensions of work and relates to job satisfaction and organisational development.