

**Organizational Behaviour- II**  
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**Lecture - 23**  
**Conflict (Contd.,)**

Namaskar. Today, we will be continuing with our discussion on the topic, Conflict. So, this is Module V and Lecture III. In the past two lectures, we have discussed conflict; the meaning of conflict; we have discussed what the various transitions in conflict thought are; we have discussed Task conflict, Relationship conflict, Process conflict; we have also discussed functional, dysfunctional conflict; we have also discussed intra-individual conflict and interactive conflict. And in the previous lecture, we discussed the conflict process where we spoke about how conflict happens in the case of interpersonal relations, and in, you know, and in the case of interactive conflict. So, that is wherein we had stopped, and now we will go further, and today we will be discussing a little bit on interpersonal, intergroup and organizational conflict. So, we will start with interpersonal conflict. Why does that happen? How can you minimize interpersonal conflict? Then we will move on to discussing what is intergroup conflict, and how do you ensure that you can minimize intergroup conflicts in the organization, and then we will move on to organizational conflict. We will be discussing two frameworks which is the Transactional Analysis and the Johari window as a part of, you know, as a part of interpersonal conflict, where we using these frameworks to show how conflict can be minimized between two or more people, or how conflict can be minimized in interpersonal conflict; how interpersonal conflict can be minimized, and how conflict can be mesmerized in interpersonal relationships. So, to start with, we will now be discussing about interpersonal conflict. So, we will be discussing interpersonal conflict, intergroup conflict and organizational conflict. Now coming to interpersonal conflict.

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## ORGANIZATIONAL BEHAVIOUR-II

Conflict




- Interpersonal Conflict
- Intergroup Conflict
- Organizational Conflict




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### Interpersonal Conflict

- Conflict between two or more persons is Interpersonal conflict.
- Major causes of interpersonal conflict:
  - Personal differences: People differ with respect to age, gender, educational levels, socio-economic and cultural characteristics etc. which affect their values, beliefs, learnings, attitudes, perceptions, etc.
  - Information deficiency and information overload: Both too much and too less of information have a potential for conflict. Misinformation can also lead to conflict.
  - Role incompatibility: People in organizations have goals, tasks, responsibilities etc. which must be aligned for enhancing organizational performance. Hence, functions and tasks are highly interdependent. Yet, people's roles may be incompatible to each other.
  - Environmental stress: People work under huge amount of stress, reasons for which may be personal, organizational, and extra-organizational.

As we have discussed earlier, conflict between two or few people, you know, not more than three, four, people; when it is conflict in between, we refer to it as interpersonal conflict. Generally interpersonal conflict is a dyadic relationship between two people, generally. But if there are three people or four people, not many people, but very few, two, three, four, people the kind of conflict that happens can also be referred to as interpersonal conflict. Now what are the major causes of interpersonal conflict. The first is personal differences. As we all know people differ with respect to age, gender, educational qualifications, literacy levels, socio-economic and cultural characteristics, and all of this affects their values, their beliefs, their learning, their

attitudes, their perception and so, forth. And these kind of personal differences are a potential to conflict. They can cause, you know, they can lead to interpersonal conflict.

The second cause for interpersonal conflict is information deficiency and information overload. In my previous classes on communication as well as on conflict, I have discussed how both too much of information and too less of information sharing can have a potential for conflict. So, it is very, very important that when in organizations, information is shared, there is openness, there is transparency, and any and every piece of information, which is relevant to another person or another team or another department or another team member or a group member, is something which should be shared. Both too much of information sharing, and too less of information sharing, can have a potential for conflict, and misinformation can also lead to conflict. So, it is very very important that this aspect is taken care off.

The third cause of interpersonal conflict is role incompatibility. Now people in organizations have various goals. They have different tasks to perform, different activities to perform, they have their own responsibilities, and all of these must be aligned, for enhancing organizational performance.



So functions and tasks in companies and organizations are highly interdependent. In the previous lecture, I spoke about reciprocal and task interdependence. We shall again be speaking about both reciprocal and task interdependence in this lecture a little later. So, people actually depend on each other in the organization, and, you know, many a times, the kind of roles that they perform, or the kind of, you know, responsibilities that they are entrusted with, may not be compatible to each other, to the other persons, or to the other team, or to the other groups. So, any and every form of role incompatibility is also a cause of interpersonal conflict. And the last is environmental stress. All of us work under huge amount of stress. Reasons for stress could be personal and individual, or they could be organizational or they could be extra- organizational. And because of these reasons, people often face anxiety; they face tensions; they face worries; and may not be in stable mood states all the time, and this can also lead to a conflict. So, these are four major causes of interpersonal conflict.

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How Do You Avoid Interpersonal Conflicts

## I TRANSACTION ANALYSIS (TA)

- Transactional Analysis (TA) was developed by Dr. Eric Berne during the 1960s.
  - Author of the famous book, 'Games people play'.
- Transaction here implies, interaction. TA is a method for studying interactions between people.
- Dr. Thomas Harris stated in his book, I'm OK – You're OK that in Transactional Analysis, "we have found a new language of psychology."

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Now how do you avoid interpersonal conflicts? It is very very important that interpersonal conflicts are avoided because as we have discussed earlier, any and every form of relationship conflict is dysfunctional for the organization. It hampers organizational performance; it hampers organizational productivity, and so it is very, very important that interpersonal conflicts are avoided at all costs; relationship conflicts are avoided at all costs.

Now we will be discussing two frameworks which will, you know, illustrate how we can avoid interpersonal conflicts. The first framework is the Transactional Analysis and the second is the Johari window. So, let us first start with the Transactional Analysis. Now Transactional Analysis, which is abbreviated is TA, was developed by Dr Eric Berne in the 1960s. Dr Eric Berne is the author of a famous book called, Games People Play, and he explained Transactional Analysis as a means by which people can communicate such that conflicts can be avoided or, you know, any form of discontentment between people or any kind of, you know, hostility between people can actually be avoided. So, Transactional Analysis here, was developed by Dr Eric Berne to explain you know, how one should be interacting with another so that conflict can be avoided totally.

So, 'transaction' here, implies, 'an interaction'. So, whenever two people talk to each other, he referred to it as a 'transaction'. So, the transaction is actually an interaction. So, when people interact with each other, Person A interacting with Person B, they are communicating with each other - this interaction was referred to as a 'transaction' by Dr Eric Berne. So, Transactional

Analysis is the method of studying interactions between people.

In fact another very famous psychologist and author, Dr Thomas Harris stated in his book, that in Transactional Analysis, we have found a new language of psychology. Dr Thomas Harris wrote a book – “I'm OK – You're OK”, and you know, and he commented that you know, in Transactional Analysis, we have found a new language of psychology. So, Transactional Analysis here, is a method, for studying interactions between people, and these interactions have been termed as ‘transaction’ by Dr Eric Berne.

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▪ Fundamentals of TA:

- According to Berne, there are three parts or 'ego-states' to our personality. These are: Parent, Adult, and Child.
- These interact with one another in 'transactions'.
- The descriptions of the Parent, Child and Adult ego states have nothing to do with our physical age; in other words, the Parent, Child and Adult do not correspond to the meaning as in the English language.
- Each of us has internal models of Parents, Children and also Adults, and we play these roles with one another in our interactions/communication exchange.

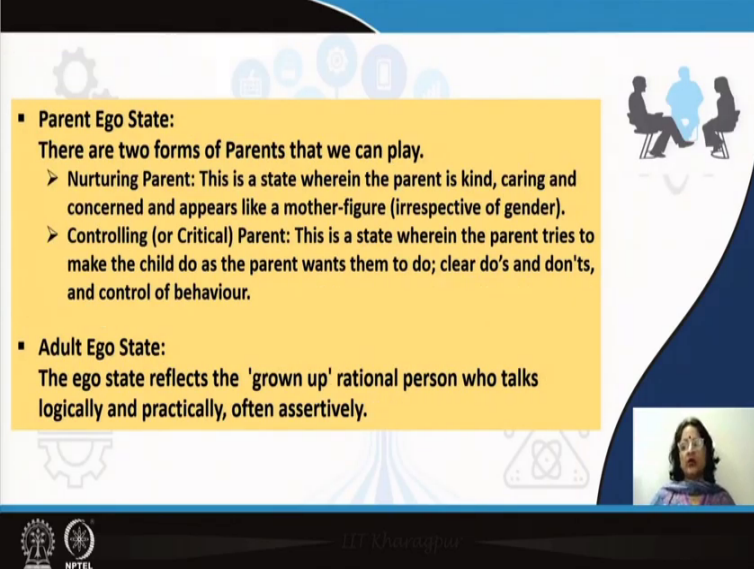
The slide features a diagram on the right showing three stylized human figures (blue, green, and orange) sitting on chairs and facing each other, representing the interaction between the Parent, Adult, and Child ego states. A small video inset in the bottom right corner shows a woman speaking. The slide also includes the NPTEL logo in the bottom left corner.

Now what are the fundamentals of Transactional Analysis? Now according to Berne, there are three parts, or three ego states to our personality - the Parent ego state, the Child ego state and the Adult ego state. There are three ego states to our personality - the Parent ego state, the Child ego state and the Adult ego state. Now whenever we interact with each other, we are in one of these ego states. We either interact as a Parent, we either interact as a Child, we either interact as an Adult, and whenever we interact with another it is a transaction, as I just said, and we have these three ego states, and these ego states interact with one another in the transaction. So, one person is in a one ego state; another person may or may not be in the same ego state as I will illustrate a little later. So, according to Berne, there are three ego states - Parent, Adult, and Child; these interact with one another in transactions, and when we speak of a Parent ego state, Adult ego state, and a Child ego state, this is nothing to do with our biological age or our

physical age. In other words, it does not correspond to the definition of what a Parent is, or what an Adult is, or what a Child is, as per the English dictionary. So, the descriptions of Parent, Adult and child ego states, have nothing to do with our physical age, and the parent, adult and child do not correspond to the meaning as in English language. So, although I am an adult, but yet I may behave like a child or a child at some time, while he is interacting, may behave like a parent or like an adult.

So, these, Parent, Adult, and Child ego states, have nothing to do with our biological age, and even if I am a Child, I can behave like an Adult, or I can interact like a Parent. If I am a Parent, I could be interacting like a Child. If I am a Child, I could interact like an Adult. If I am an Adult, I could be interacting like a Parent or like a Child. So, this has nothing to do with our biological or with a physical age, and each one of us actually is on these three ego states, and when we interact with another person, Person A interacting with Person B, these ego states interact with one another in the transaction. So, each of us has internal models of Parent, Child and Adult, and we play these roles with one another, when we interact or when, we you know, communicate with each other.

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The slide features a yellow text box on the left with a blue header and footer. The text box contains two main sections: 'Parent Ego State' and 'Adult Ego State'. The 'Parent Ego State' section lists two forms: 'Nurturing Parent' and 'Controlling (or Critical) Parent'. The 'Adult Ego State' section describes it as a 'grown up' rational person. On the right side of the slide, there is a small illustration of two people sitting and talking, and a small video inset showing a woman speaking. The background of the slide is white with faint blue icons of gears and a person. The footer contains the NPTEL logo and the text 'NPTEL' and 'National Programme on Technology Enhanced Learning'.

Now what is this Parent, Adult and Child ego state? Now let us discuss this one by one. Now what is a Parent ego state? A Parent ego state, has two forms. So, there are two forms of parents that we can play - one is a 'nurturing parent', and the other is a 'controlling or a critical parent'.

So, what is a nurturing parent? So, this is a state wherein the parent is kind, caring and concerned, and appears like a mother figure, irrespective of the gender. So, we have a nurturing parent, you know, one who behaves like a parent, is very kind, caring, and appears like a mother figure, irrespective of the gender. So, this is what a nurturing parent is; and the other is a controlling or a critical parent. So, this is a state where the parent tries to make the child do as the parent wants him or her to do. So, there are clear do's and don't's of what the child should do or what the child should not do. The parent tries to control the child or control the behaviour of the child. So, that is a critical or a controlling parent. I will repeat. A Parent ego state has two forms; you know, when we play the role of a parent, we can either be a nurturing parent or we can be a controlling or a critical parent. Nurturing parent is a state, an ego state, where the person who's interacting, Person A interacting with Person B, is kind, caring gentle and very mother like. This mother like here does not mean that the person has to be a female. The person can be a male as well. It is just that its very gentle-hearted like a mother. So, that is what a nurturing parent ego state is. So, if I communicate with another person, and I am being very gentle, I am concerned and I am behaving like what a mother should do to a child, in the form of love and affection, I am actually said to be on the nurturing parent ego state. Now what is a controlling or a Critical Parent ego state? Now this is wherein, I as a person, is talking to another person, and I am trying to be very firm, very strict. I am trying to control his or her behaviour, and I am wanting him or her to do something which I want. So, I am behaving like a critical parent. I am finding faults with another person, and I am trying to tell the other person to do things the way I want things to be done. I am trying to control his or her behaviour. I may be critical. I may even use some kind of, you know, threatening power. I may also try to create an environment of fear so, that the other person does what I want him or her to do, and the other person is made to realize that what he or she is doing is not the right thing. So, I am being a critical or a controlling parent. I am actually on an ego state which is a critical or controlling parent ego state.

Now I am again saying, I do not necessarily have to be a parent in strict English dictionary terms. No. Even if I am a child, and I am say 4 or 5 years old, and I am behaving with another person in a very caring manner, I may be on a nurturing parent ego state. Like for example if there is a small a girl, a small child, and she sees that her mother, you know, is getting, is having a headache, suffering a headache, and the small girl goes and gets some balm and starts applying it

on her mother's forehead; and tells her mother, mother you sleep, you take rest, you need to sleep for some time. So, here the child is acting out of concern to the mother, and the child is a child – 5/6 years old but the mother is say 30/35 years old, but the here the child is behaving as a nurturing parent. So, the child is on a nurturing parent ego state.

Now, the second ego state is what we refer to as the Adult ego state. Now the ego state here, is reflective of the grown-up rational person, who talks logically, who talks practically, who is you know, very rational and often assertive. So, the ego state here, Adult ego state, here reflects a grown-up, rational person, who is very logical, very practical, very rational in his approach, and often assertive; he or she is straightforward; he or she is highly mature; and is interacting with another person in a very logical manner, rational manner, assertive. So, when we behave like, when we try to behave in a very rational manner, logical manner, and we try to be very practical in our approach, we are actually on an Adult ego state. Now again, the Adult ego state here, does not mean that a person has to be plus 18 to be an adult. No. A child could also interact with another person, and while interacting with another person, he or she may be on the Adult ego state. So, it is not absolutely essential that to be an Adult ego state, one has to be 18 plus. No. Even a child could be interacting with another person, and interacting or transacting through the Adult ego state.

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▪ **Child Ego State:**  
There are three forms of Child that we can play.

- **Natural Child:** This is a state where one is noisy, demanding, often irrational and throwing tantrums.
- **Little Professor:** This is a state where one is curious and is always trying to explore the new.
- **Adaptive Child:** This is a state where one questions the world, and will either adapt and change to fit in with the world, or rebel against it.

The third is a Child ego state. Now when we talk about Child ego state, there are three forms of



child that we can play - the natural child, the little professor and the adaptive child. Now again here, as I repeat, it has nothing to do with physical age. Even a person who is an old person or 75 years old, or say 80 years old, or say 60 years old - he or she could also, you know, sometimes interact as a child, and be on the child ego state; he may be he may be throwing a tantrum he may be demanding; he may be behaving irrationally; he may be inquisitive to know a lot of things -so he could behave as a child, and could be on a Child ego state. So, you know, an adult also could transact or could interact with another person, and be on the Child ego state. So, what are these three forms of child that we can play? The first is a 'natural child'. So, this is an ego state where one is very noisy, very demanding; irrational demands can be placed; throws tantrums; so, typically like a small kid, wanting something at that moment you know; crying if he or she does not get what he or she wants; throwing a tantrum; so when we behave as somebody who is very irrational, very demanding, wants something right then and there, and if I do not get it, I am going to cry and howl - in that case, I may be an adult, or I may be a parent, but I may actually be behaving as a child, and I would be on a natural child ego state. The second is a 'little professor'. So, a little professor is a state where one is curious, and always trying to know about something new; very inquisitive; very curious to know anything and everything; and so, when people are like that, when people interact with another person with lot of queries, being very curious, and you know, excited to know a lot of things, and have a huge interest, keen interest in trying to know things at that point in time, whether it is an adult, or whether it is a parent, or whether it is a child - they get they are actually on an ego state which would be a little professor ego state. And the third is an adaptive child. Now adaptive child is a state where one questions the world; tries to find out why things happen the way they do, or why they do not happen the way they do not, and the person will either adapt and change to fit with the world, or he will rebel against whatever is happening around him. So, that is something which we refer to as the, you know, adaptive child ego state. So, we as persons, we as individuals, when we interact with another person, we could be in any of the ego states. and as we interact, and as we, you know, behave with one another, we are actually transacting with another person, and we are in either of the ego states. It is important to mention here, as you will see later, that it is not necessary that a person is on one ego state and another person is also on the same ego state. So, this will have its own implications which we will discuss subsequently.

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**Transactions**

- When two people communicate with each other, each exchange is regarded as a transaction.
- Most problems occur because the transactions are unsuccessful.

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So, when people communicate with each other, each exchange is regarded as a transaction. Whenever people communicate with one another, each exchange is a transaction, and most problems occur because transactions are unsuccessful. And why are they unsuccessful, we will just see this. Now if you see here, you know, the figure which you see here there is 'me', and there is 'you'. So, there are two people. So, we can, you know, refer to them as Person A and Person B. So, person A could be on any of the ego states, which is 'me' could be on any of the ego states - Parent ego state, Adult ego state, Child ego state. And Person B or 'you' could also be on any of these ego states - Parent ego state, Adult ego state or Child ego state, and they are interacting. Now if you see, Person A is on Parent ego state; he interacts with Person B. Now Person B which is, 'you' may revert again, in the same manner, as a Parent to Parent, or he may revert as a Parent to an Adult, or he may revert as an Adult to an Adult. So, it is not essential that transactions between Person A and Person B are always parallel it is not essential that if Person A is on a Parent ego state, and he interacts with Person B and it is not essential that Person B, would also revert be on a Child ego state; he could be on an Adult ego state or a Child ego state, and we will see how this could be problematic.

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**Complementary Transactions**

- The two transactions illustrated below can be considered complementary transactions.
  - Parent – Child transaction, with the Person I at a Child ego state providing a stimulus, and Person II at the Parent ego state reverting with a response.
- In a complementary transaction, the response must go back from the receiving ego state to the sending ego state, and must be parallel (like Child to Parent and Parent to Child).
- Communication will be successful and interpersonal relationships healthy as long as transactions are complementary.

The diagram shows two vertical columns representing Person I and Person II. Each column has three stacked ovals labeled 'Parent', 'Adult', and 'Child' from top to bottom. Below each column is a blue box labeled 'Person I' and 'Person II' respectively. An arrow points from the 'Child' oval of Person I to the 'Parent' oval of Person II. A second arrow points from the 'Parent' oval of Person II back to the 'Child' oval of Person I. This illustrates a parallel transaction where the response returns to the original ego state.

Now the two transactions, when we talk of these two transactions, we will see that the transactions could be complementary, non-complementary and ulterior. I will explain this to you now through this particular figure here which we see. So, whenever I interact with another person, or Person A interacts with B, and Person B replies, the manner in which they communicate, the ego states on which they are, may not be parallel. They may be parallel; they may not be parallel; and if they are not parallel, they get crossed. So, if they are parallel, we call it a complimentary transaction. On the other hand, if they are not parallel, we call it a Non-complementary transaction. Like if you see in this figure, it is a complimentary transaction. A person A, talks to person B as a Child to a Parent, and Person B replies as a Parent would talk to a Child. So, the transaction is absolutely parallel. It is complementary.

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**Crossed Transactions**

- Not all transactions between people are complementary and healthy.
- Transactions may also be crossed.
- In a crossed transaction, the response goes from the receiving ego state to the sending ego state which are different, and not parallel.

The diagram illustrates a crossed transaction between two individuals, Person I (Agent) and Person II (Respondent). Each person has three ego states: Parent, Adult, and Child. In this transaction, Person I sends a stimulus from their Adult ego state to Person II's Adult ego state. Person II responds from their Child ego state back to Person I's Parent ego state. This is a crossed transaction because the response goes from a different ego state (Child) to a different ego state (Parent), rather than a parallel response (Adult to Adult or Child to Parent).

But if you see here Person A, is interacting with Person B. So, Person A, if I call him Agent, he is interacting with Person B, who presents a respondent. So, Person A is interacting with person B as an Adult to an Adult, but instead of Person B reverting as an Adult to an Adult, Person B is reacting as a Child would do to a Parent. So, the transaction is getting crossed if you see. I will give an example to explain this. So this is a non-complementary transaction.

Now I will give you some examples to explain this. Let us see in this case, in complementary transactions, if you see this figure is a complimentary transaction - Parent Child transaction with the Person one, at a Child ego state providing a stimulus, and Person two, at a Parent ego state reverting with the response. So, person one at a Child ego state to a Parent, and Person B as a Parent to the Child. Now again as I said, the person one, does not have to be biologically aged as a child, No. Now in a complimentary transaction, the response has to go back from the receiving ego state to the sending ego state, and must be parallel like Child to Parent, Parent to Child. So, communication will be successful; it will be healthy; and it will lead to healthy interpersonal relationships as long as these transactions are complementary. For example, two people are working in a team. They have to make a sales presentation to the client. Now person A is making the presentation. Person B feels that what Person A is doing, could be improvised; could be made better, and Person B also realizes that Person A probably does not know how it should be done. So, Person B tells to Person A that let me show you how this is to be done; we will present these facts figures and the entire, you know, text in a logical, sequential manner, and we will make a

good PPT of it. I will teach you how to do it. Person A reverts - yes, yes, I do not know this; it will be very nice of you if you can teach me. Now you see Person B behaved with Person A as a Parent will do to a Child - I will teach you; I can make you make it for you; I can help you I can teach you; and the Person A here, response is like a child's response to a parent - yes, yes, please teach me; I think this will be better. So, if you see here, there is no hostility; there is no scope for any argument; there is no scope for any hostility. Person A does not feel insulted; he does not feel bad; in fact he feels nice that Person B is going to help him. So, this is a complimentary transaction. Person B trying to be a Parent to the Child, and Person A reacting as a Child would be to a Parent. Of course, in this figure, if you see, Person two is behaving as a Parent to the Child. So, one of the persons in the team is telling another that I will teach you; So, the child could be the Person A; Person A responds as a Child to the Parent. So, Person B is behaving as a Parent to Child, and Person A is responding as a Child would be to a Parent. So, the transactions are parallel, and as long as transactions are parallel, there would be no scope for a conflict, because the person, the recipient does not feel insulted. He does not feel bad; it does not hurt his ego; he feels, yeah, yeah, I do not know something, other person is trying to teach me; he is very good; that is why he is offering that he will help me; he will teach me.

Now the other case is a crossed transaction, which we also refer to as the non-complimentary. Not all transactions between people will be complimentary. Some could be crossed, and what happens in a crossed, the response goes from the receiving ego state to the sending ego state in different states, and it is not parallel like you see here. So, say for example, another context. There are two people - there is a boss, and there is a subordinate. The subordinate goes to the boss and tells him that Sir, I am not able to understand this; can you help me? And the boss replies, you have already done your, you know, specialization in this subject, you should know. So, what has happened here? The first respondent or Person B went to the Agent or Person A for help, as a Child would go to a Parent seeking guidance, seeking help; But what did a person A do? What did the agent do? He replied in a very rational manner that you have done your, you know, specialization in this subject; you have got a degree in this subject; you know, you should be knowing how to do it. We hired you for, you know, this job, and based on your degree, and you should be knowing it. So, you see here that Person B went as a Child to Person A but Person A has replied as an Adult to an Adult, and this is going to hurt Person B, and there is a potential

for a conflict.

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The slide features a background with various icons: gears, a tree with nodes, an atom, a hard hat, and a chemical flask. A green box at the top left contains the title 'Ulterior Transactions'. Below it, a yellow box contains two bullet points. A small video inset in the bottom right corner shows a woman speaking. At the bottom left, there are logos for a university and NPTEL.

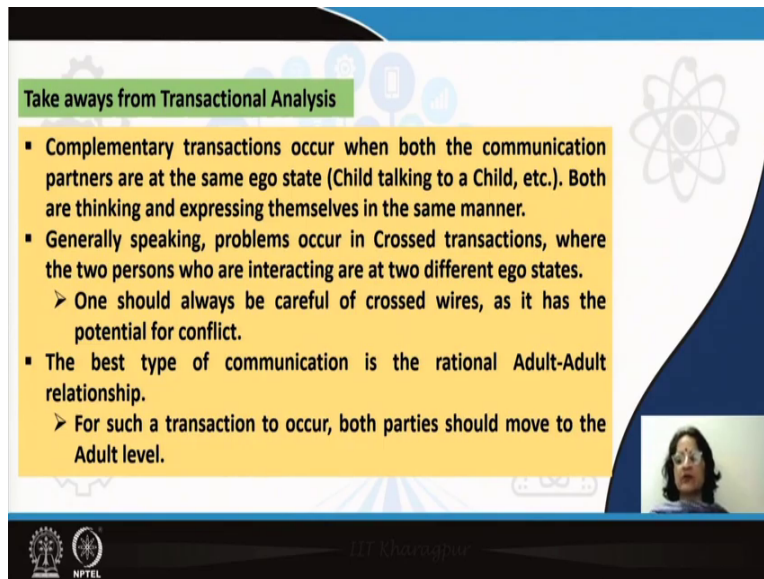
**Ulterior Transactions**

- In this ego state, a person is in two ego states at the same time. The person does not mean what he says.
- It has a huge potential for conflict.

Now there are also transactions, which are ulterior transactions. Ulterior transactions are when a person is in two ego states at a time and so the person does not mean what he says. Like for example, we go back with the same example that, you know, the subordinate goes to the boss, and tells the boss, Sir I do not know this; can you help me? So, boss says yeah, yeah, I will help you. So, boss is pretending as a Parent to the Child, but actually within himself, the boss is thinking, God knows where these youngsters come from these days; they know nothing; he is being hired for this job and he knows nothing. Now he is not stating that but he is thinking about that. So, the subordinate goes to the boss, sir I do not understand this. So, the person went as a Child to the Parent; the boss says, yes, yes, I will help you; explicitly he says, I will help you. So, he is behaving as if he is a Parent to the Child, but within his own heart, within his own mind, he is thinking, what kind of people, you know, this new generation is, they know nothing; when we were in their age, we knew so much; and what kind of, you know, degrees they have; from where they come; we hire them, we take them, these people are good for nothing; This is what he is thinking from within; there is a huge potential for conflict, because whatever is there in the unconscious and subconscious, will one day come out, become explicit. So ulterior transactions are very, very you know, harmful because the other person does not even realize; Person B here, will not even realize what is going on in Person A's mind. Person A is on two ego states at this time. He is on one hand behaving as a Parent does to a Child explicitly, but implicitly he is

behaving not as a parent; he is being behaving as an adult.

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The slide is titled "Take aways from Transactional Analysis" and features a yellow background for the text. It includes a list of three main bullet points, each with a sub-point. A small video inset in the bottom right corner shows a woman speaking. The slide also contains decorative elements like a stylized atom symbol and various icons.

- Complementary transactions occur when both the communication partners are at the same ego state (Child talking to a Child, etc.). Both are thinking and expressing themselves in the same manner.
- Generally speaking, problems occur in Crossed transactions, where the two persons who are interacting are at two different ego states.
  - One should always be careful of crossed wires, as it has the potential for conflict.
- The best type of communication is the rational Adult-Adult relationship.
  - For such a transaction to occur, both parties should move to the Adult level.


So, what are the takeaways from Transactional Analysis - that complementary transactions occur when both communication partners are at the same ego state; both are thinking and expressing themselves in the same manner. And generally speaking problems will occur when transactions are crossed or non-complementary; when people who are interacting, are at two different ego states. So, one should be very careful of these crossed transactions, or of these crossed wires as these crossed wires have a potential for conflict.

Of course, the best kind of communication that happens, best kind of interactions that happen, is the rational Adult-Adult relationship, and for such a transaction to occur, both parties must move to the Adult level. It is very important that especially in organizations where employees talk to each other to be very, very rational, and have an Adult to Adult relationship.

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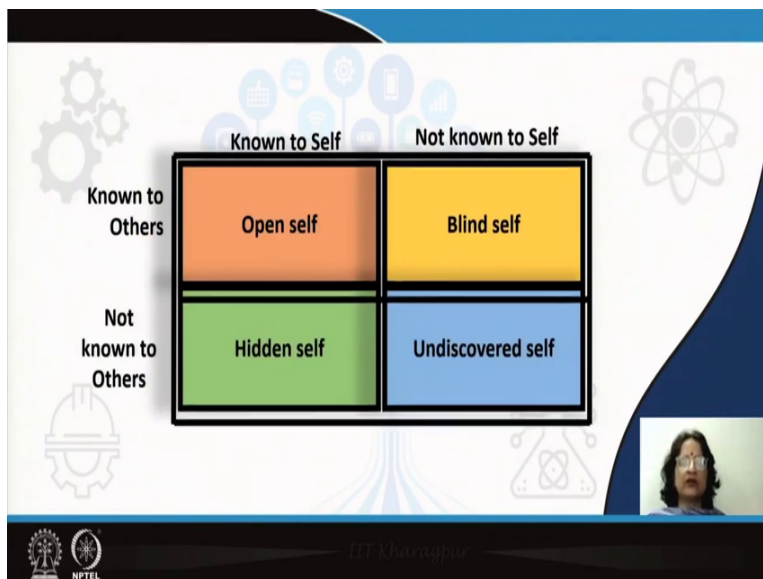
**Take aways from Transactional Analysis**

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- Generally speaking, problems occur in Crossed transactions, where the two persons who are interacting are at two different ego states.
  - One should always be careful of crossed wires, as it has the potential for conflict.
- The best type of communication is the rational Adult-Adult relationship.
  - For such a transaction to occur, both parties should move to the Adult level.



The second framework which we study with respect to maintaining healthy interpersonal relations is the Johari window. It is a very popular framework for understanding the dynamics of interpersonal behaviour and communication, and it was proposed by two people - Joseph Luft and Harry Ingham, and taking ‘Jo’ from Joseph, and, you know, ‘Hari’ from Harry, this was coined as JOHARI window.

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Now, if you look at the Johari window, there are two dimensions here - ‘known to self’ and ‘known to others’, and again there is ‘not known to self’ and ‘not known to others’. Based on these, we have the four quadrants. So, we have ‘open self’, we have ‘blind self’, we have ‘hidden



self’, and we have ‘undiscovered self’. Now what is open self? Open self is when the information about a person, his beliefs, his attitudes, his opinions, his emotions, his behaviours, is known to himself or herself as well as to the other person. So, there is openness and compatibility, and little reason to be defensive, little reason to be distrustful, little reason to be cautious. So, this type of an interpersonal relationship, will lead to very little if any, interpersonal conflict and so, it is very, very important that this ‘open self’ has to be broadened or expanded. So, when a person knows him his own self as well as others know him, it is called an ‘open self’.

The second is a ‘hidden self’. The hidden self is when a person knows about himself but others do not know him. So, the information about a person, his beliefs, attitudes, emotions, opinions, behaviours, is known to himself or herself, but not known to the other person. So, the person remains hidden from the other person and there is a potential for interpersonal conflict in this situation.

Then we have the ‘blind self’. Now in the ‘blind side’, what happens is, the information about a person, his beliefs, attitudes, opinions, emotions, behaviours, is not known to himself, but is known to the other person.

So, he will be inadvertently annoying to the other person. Other person can always tell him, that I am getting irritated by you, but he does not because he fears that he may hurt the other person. So, there is a potential for interpersonal conflict in ‘blind self’ as well. The ‘blind self’ can be a huge potential for conflict. And the fourth is ‘undiscovered self’, this is the most dangerous situation where the person knows his own self nor do other people know him. So, this is the most dangerous situation with conflict that is sure to result; person does not know about himself/herself - his beliefs, attitudes, opinions, emotions, behaviour, is not known to him, and it is not known to others as well. So, there is huge scope for misunderstanding that can happen.

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> Open self:
 

- The information about a person, his beliefs, attitudes, opinions, emotions, behaviours is known to himself/herself and also to others.
- There is openness and compatibility and little reason to be distrustful and cautious.
- This type of interpersonal relationship would tend to lead to little, if any, interpersonal conflict.

> Hidden self:
 

- The information about a person, his beliefs, attitudes, opinions, emotions, behaviours is known to himself/herself but not known to the other person.
- The person remains hidden from the other.
- There is a potential for interpersonal conflict in this situation.

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So, I am quickly going through these slides which I have just, you know, discussed through the figure, and I am giving a few seconds on this so that you can just go through them.

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**Take aways from Johari Window**

- The undiscovered or the 'unknown to all' has the maximum potential for conflict.
- Interpersonal relationships can improve and conflict can be reduced if the open self is enlarged.

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So, what are the takeaways from Johari window. The first is, that the undiscovered or the unknown to all, has the maximum potential for conflict, and interpersonal relationships can be improved, and conflict can be reduced, if the open self is broadened, if it is expanded.

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**Intergroup Conflict**

- Conflict that occurs between two or more groups is known as intergroup conflict.
- Two major causes of inter-group conflict are:
  - I. Coordination of work
  - II. Organizational reward system

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Now we come to the next, which is intergroup conflict. So, conflict that occurs between two or more groups, is called inter-group conflict. If it happens between two or more teams also, it is called a intergroup conflict, and there are two major causes of intergroup conflict. The first is coordination of work, and the second is organizational reward system.

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**I. Coordination of work:**

- Sequential and reciprocal task interdependence: When groups depend on one another either sequentially or reciprocally, there is a potential for conflict. This is more so in cases where there is divergence of objectives, goals, priorities etc.
- Task ambiguity: Unclear goals and objectives, as well as lack of clarity about the tasks that must be performed lead to conflict.
- Incompatible goals and differences in work orientation also have a potential for conflict.
- Jurisdictional ambiguity: In case of fuzzy and unclear roles and responsibilities in groups, or when there is no clear cut demarcation of authority and responsibility, it can lead to conflict. This is even more in cases where one party takes the credit to success, and attributes failure to others.

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So, when we talk of coordination of work, we have sequential and reciprocal task interdependence. I spoke about this in the previous lecture. I will quickly give two minutes on this again. See, if there is an assembly line, and things are moving from machine I to machine II to machine III to machine IV - So, if the person the supervisor on machine A does something in

the process and passes it to machine B; the supervisor on machine B is going to do something, an add-on to the process, and the product in finished or semi-finished form moves to machine C, and machine C - the supervisor there, will again contribute in some way, and machine C would transform the product into something else, and move to machine D. So, in this way what is happening is, that as you move from machine A, B, C to D or 1, 2, 3, 4, there is a sequential task interdependence.

So, until and unless, supervisor I performs his task, and performs his role in the right manner, Person B cannot work, and if the Person B does not work or the Machine B does not do the work, the machine C or the person or supervisor taking care of machine C, cannot work on it. So, this is a sequential task interdependence. Reciprocal task interdependence happens when there are two or three people and together they have to do something. So, a person may be very good with, you know, with facts. Another person may be very good in preparing a PPT; another person may be very good in presenting the work to the client. So, they are reciprocally interdependent on each other. So, when groups depend or when people depend on one another either sequentially or reciprocally, there is always a potential for conflict. Like for example if the production department does not, you know, produce or manufacture a consignment on time, the sales team gets affected because the sales team has promised a deliverable to the client in the month of June, but the product is not ready, or the consignment is not ready on May 31st. So, there is some kind of an interdependence between both the production and the sales team, and because of this, you know, shortfall in production, or because of the production not happening on time, the salesman has a sorry face to show to the client, and so, there will be this kind of a conflict, inherent conflict, which could also become explicit, between the sales team, and the production and operations team. So, whenever there is some kind of a task interdependence, there is always a potential for a conflict. So, very fact that production people are not able to produce the consignment or manufacture the consignment on time, will create a problem for the sales team.

So, the sales team, probably the sales manager argues with the production manager. Production manager would revert and say that, well we have our own constraints in the factory; we did not get the raw material on time; so the purchase department also comes into picture. So, this kind of

a conflict which will happen between production, purchase, and sales is because of sequential and reciprocal task interdependence.

So, when groups depend on one another either sequentially or reciprocally, there is a potential for conflict, and this is more in cases where there could be a divergence of goals, of objectives, or priorities. Like for example production team could say, that yeah we were already in our, you know, trying to, you know, finish production for another client and so we could not take care of your needs. So, this could create another problem. The production team was probably trying to address the needs and demands of a bigger client and so neglected the smaller client, and the sales team here would probably be more interested in earning the goodwill of this small client. So, there is a divergence of objectives, divergence of goals, and this could lead to a problem.

The second is task ambiguity. Whenever goals are unclear, whenever objectives are unclear, as well as there is lack of clarity about the tasks, it could lead to a conflict. Incompatible goals and differences in work orientation also can lead to conflict, and you know, in case of fuzzy and unclear roles and responsibilities in groups, or when there is no clear demarcation of authority and responsibility; In other words there is jurisdictional ambiguity, it can lead to conflict. So, this is even more in cases where one party tries to take the credit to success and attribute failure to others. So, in case of jurisdictional ambiguity also, there is a potential for conflict. So, sequential and reciprocal task interdependence, task ambiguity, incompatible goals and differences in work orientation, as well as jurisdictional ambiguity, are all aspects pertaining to coordination of work, and these could lead to conflict.

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**II Organizational reward system:**

- Conflicting reward system
- Competition as a motivation strategy
- Resource interdependence

**Other causes:**

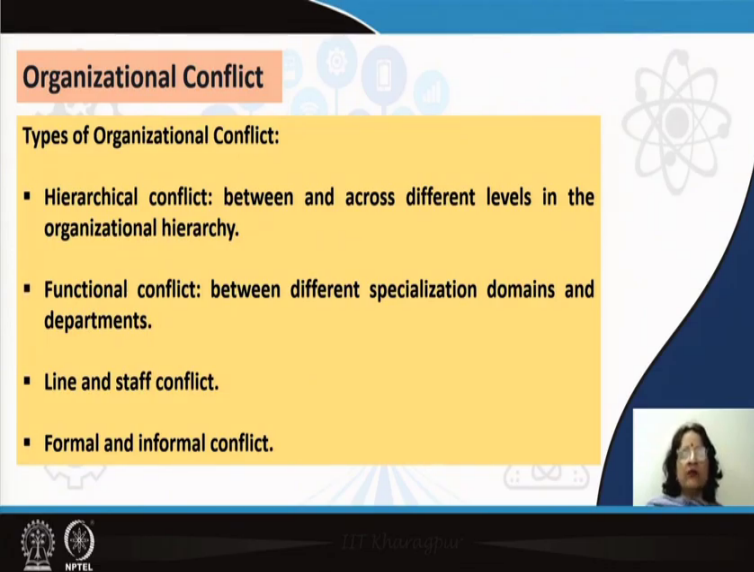
- Scarcity of organizational resources and competition for resources:  
Organizations have limited resources, be it human resources, financial, material etc., and there is always huge competition among groups (units/departments etc.), which leads to conflict.
- Status struggles, and line and staff conflict:  
When one group tries to gain a higher status than the other, and shows that its contribution to organizational performance is higher than the other(s), it leads to a status struggle, and line and staff conflict.

The second is organizational reward system. So, a conflicting reward system in the company, a competition as a motivation strategy, as well as resource interdependence, can be again a potential for conflict. Like for example, companies always and always have scarcity of resources and, you know, competition is often, you know, there between people, between teams, between groups for these resources. So, this could lead to a conflict. Even rewards. Like everybody cannot be promoted everybody; cannot be given a salary hike; everybody cannot be given you high commissions. So, this kind of you know, scarcity of resources can lead to conflict, and often managers use competition as a motivation strategy to get things done. So, this healthy competition also sometimes may take an ugly form, and lead to conflict.

So, other causes of conflict could be scarcity of organizational resources, and competition for resources; like I said companies have limited resources, be it physical resources, or financial resources, or human resources, and there is always a huge competition amongst people, amongst groups, be it a departments, be it units, be it centers, for these resources, and this leads to conflict. Status struggles and line and staff conflict is also, you know, something which can be a problem for organization. When one group tries to gain a higher status than the other, and shows that its contribution to the organizational goals and performance is higher than the other, it leads to a status struggle and line and staff conflict. Now what is line and staff conflict? Line functions in a company are those functions which help achieve the organizational objectives directly. Like for example, in most cases production, operations, marketing, sales; and staff function is those

which help the line attain the objectives of the organization. So, they could be R&D; they could be HR; they could be finance; they could be purchase. Now this again depends upon the nature of the industry and the company. Like for example, for a pharmaceutical company, even the R&D is a line function. So, these are all causes which can lead to conflict and due attention needs to be paid to them.

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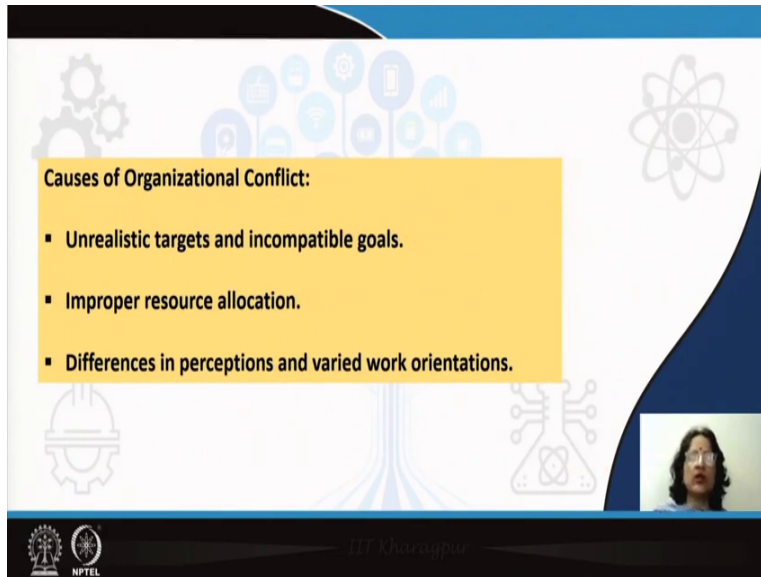
The slide is titled "Organizational Conflict" in a blue box. Below the title, it lists "Types of Organizational Conflict:" followed by four bullet points: "Hierarchical conflict: between and across different levels in the organizational hierarchy.", "Functional conflict: between different specialization domains and departments.", "Line and staff conflict.", and "Formal and informal conflict." The slide has a blue and white background with a stylized atom symbol on the right. A small video inset shows a woman speaking. The NPTEL logo is visible in the bottom left corner.

Then we come to organizational conflict. There can be different types of organizational conflict, like there could be hierarchical conflict, which happens between, and across different levels in the organizational hierarchy, between say management and middle management, or between middle management and lower management. There could be functional conflict, between different domains and different departments, which could happen like I just gave you an example of production and operations vis-a-vis sales, or production and operations vis-a-vis purchase.

Line and staff conflict. Now I told you what line and staff functions are. Very often, you know, there is a conflict; like you know, the sales people get the commissions, get the incentives because they sell. The production people also get some reward in terms of rewards for productivity, but the R&D always blames that it is we who produce the designs, but we never get the credit. So, this kind of a thing happens, and this is a common example of a line in staff conflict.

And then there is formal and informal conflict. Formal conflict is conflict which gets reported and between formal levels in the organization, between organizational structure; people at different organizational levels. Informal conflict is which happens spontaneously between people, and does not get reported.

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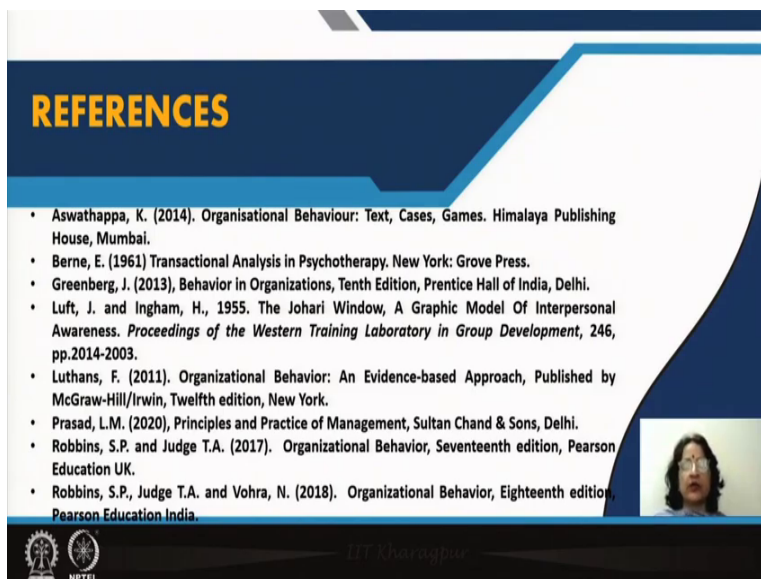
**Causes of Organizational Conflict:**

- Unrealistic targets and incompatible goals.
- Improper resource allocation.
- Differences in perceptions and varied work orientations.

The slide features a blue and white background with various icons representing organizational concepts like gears, a person, a lightbulb, and a network. A small video inset of a woman is visible in the bottom right corner.

So, what are causes of organizational conflict? Again unrealistic targets, incompatible goals, improper resource allocation between different departments, different units, different centers, and differences in perceptions, people's perceptions and varied work orientations.

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The slide features a blue and white background with a large blue arrow graphic pointing right. A small video inset of a woman is visible in the bottom right corner.



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**CONCLUSION**

This brings us to an end of the third lecture on the topic "Conflict".

We shall continue with the topic in the next lecture.

IIT Madras  
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So, with this I come to an end of this lecture. These are the references. So, here we end up with the third lecture on the topic, 'Conflict'. We shall continue with the topic in the next lecture, thank you.