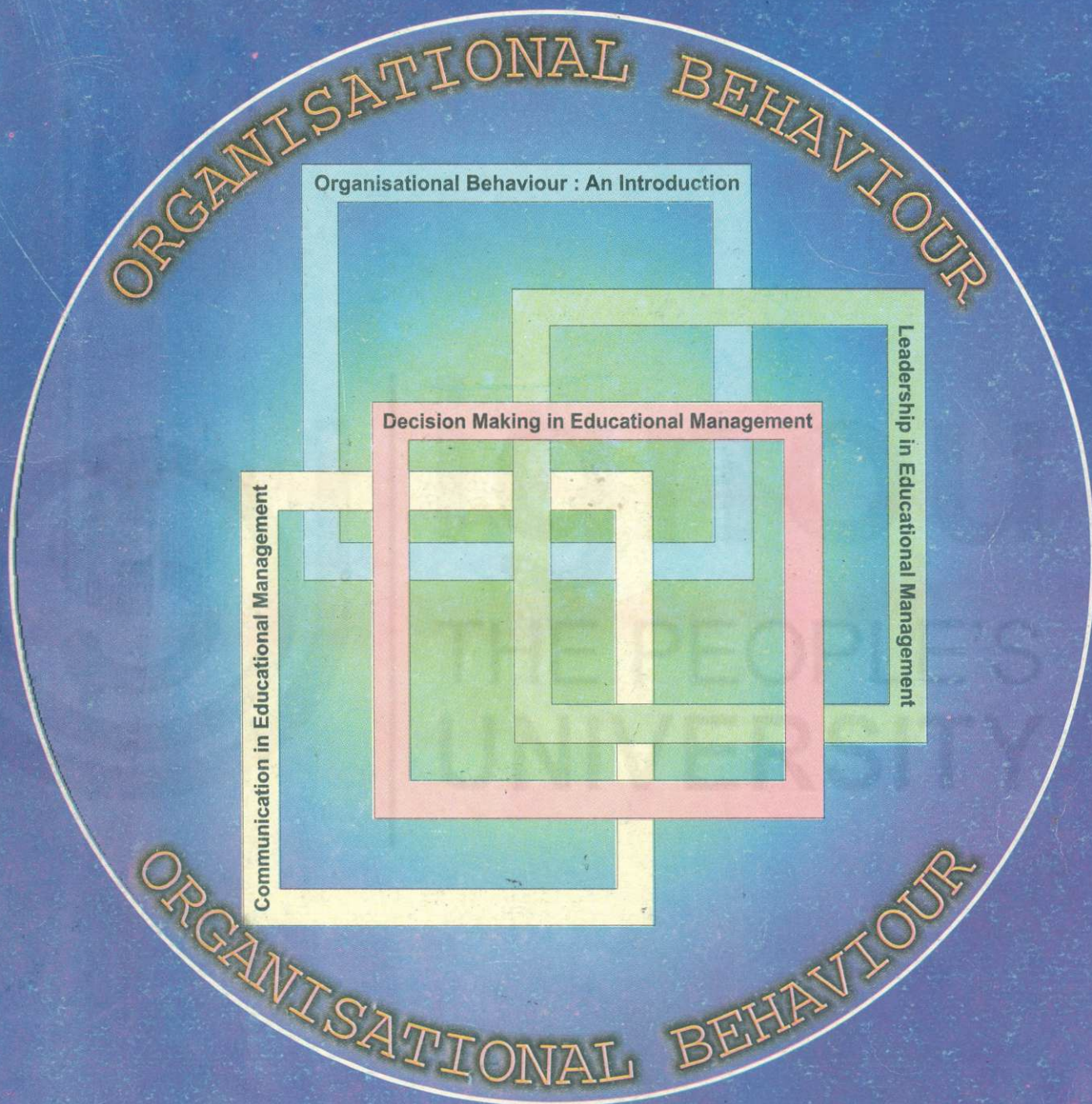




Indira Gandhi National Open University  
School of Education

MES-043  
**ORGANISATIONAL  
BEHAVIOUR**



**Organisational Behaviour:  
An Overview**

**1**



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“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी

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***“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”***

**— Indira Gandhi**

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Block

# 1

## **ORGANISATIONAL BEHAVIOUR: AN OVERVIEW**

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### **UNIT 1**

**Organisational Behaviour : Concept, Nature & Historical Perspectives 7**

---

### **UNIT 2**

**Group Dynamics & Team Building 20**

---

### **UNIT 3**

**Theories of Motivation: Implications for Management 36**

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### **UNIT 4**

**Self Management vis-a-vis Educational Management 50**

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### Course Introduction

Organisational behaviour is the study of the behaviour and attitudes of people in the organisation. Its focus is on human behaviour and attitudes which contribute to the effectiveness of any organisation. Organisational behaviour comes from two words: organisation and behaviour. In this sense, we can say that organisation is a place where two or more people work together in a structured way to attain or accomplish certain goals, on the other hand, behaviour in response to any individual in the organisation to achieve certain goal and objectives. As a student of educational management one need to have a broad idea about organisational behaviour. Any educational manager intent to have the quality of leadership in order to take decision with his/her team members. Decision making process demands good communication skills. Therefore, this course covers all important components of organisational behaviour and also help you to understand the field of organisational behaviour in the educational system and its contribution in knowledge, behaviour and how to manage him/herself in the competitive world. This course has been comprised by **four blocks** and **fourteen units**. Let us explore below of all the blocks.

The **block 1** titled Organisational Behaviour: An Overview. It disseminates knowledge that advances the understanding of how to lead and manage with the aim of increasing personal and organisational effectiveness in general and in educational context in particular. Organisational behaviour and group dynamics define group, team and explains processes for decision making and managing conflicts in an organisational context. We have also discussed motivational theories that could help an educational manager to channelise in those directions which help in accomplishing goals. Apart from that unit on self management in educational context would help an educational manager to cope with the emerging challenges of education system in the society.

**Block 2** is on Leadership Behaviour in Educational Management. To accomplish certain goals, understanding of different theories of leadership is equally important in order to know their relevance and apply them appropriately in managing educational institutions effectively. Along with them we elaborated the different styles of leadership and transformational leadership in management. Transformational leadership is a process that changes and transforms individual. It also helps an individual to sustain the leadership activities in managing any educational institution.

**Block 3** encompassed with Decision Making in Educational Management. We discussed the concept, importance and types of decision making. Decision making is the study of identifying and choosing alternatives based on the values and performances of the decision maker. Making a decision implies that there are alternative choices to be considered, and in such a case one needs not only to identify as many of these alternatives as possible but to choose the one that (i) has the highest probability of success or effectiveness and (ii) best fits with our goals, desires, lifestyle, value, and so on. It also covered the management of interpersonal relations. The interpersonal relationship skill helps us to relate in positive ways with our organisation and other members. This may mean being able to make and keep good relationship as well as being able to build a constructive relationship. In view of the fact that conflict is inevitable in any interpersonal relationship or among members of any group, it is the duty of teachers or an educational manager to help students or personnel. They must have capabilities to manage and resolve conflicts, develop their understanding and exercise their experiences and skills to manage and resolve conflict in an appropriate manner. A unit is on conflict management too.

Finally, in the, last **block 4** we talked about Communication in Educational Management. Effective organisational communication is an essential precondition of effective management and without effective communication, management becomes difficult or impossible. Organisations with more than one level of management suffer from communication problems that can interfere with almost any aspect of the organisation, including corrective action.





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## **BLOCK 1   ORGANISATIONAL BEHAVIOUR: AN OVERVIEW**

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### **Introduction**

**Block I** is titled **Organisational Behaviour: An overview**. Human behaviour in organisations or institutions differs from time to time. This is because it stems from deep rooted needs and ambiguous values of people who are different from each other in numerous ways. What we mean by organisational behaviour is the interaction and cooperation among people in groups. These groups operate in different fields such as institutions, clubs, homes and government sectors. The term organisational behaviour means the interaction of people in a work situation, motivating them to work together effectively and providing them social, psychological and economic satisfaction. This block constitutes **four units** and a brief introduction of each unit is given below.

In **unit 1 Organisational Behaviour : An Introduction**, we shall discuss the field of Organisational Behaviour starting, with the Concept, its Nature and Historical approaches. Organisational Behaviour is the study of what people think, feel and do in and around organisations.

**Unit 2** consists of **Group Dynamics**. Actually group dynamics is the study of groups, and it is also a general term for group processes. In an institutional context, group dynamics refers to the study of behaviours of people in groups. People gather in groups also for reasons other than task accomplishment. In this units we shall discuss the concept of group dynamics and its relevance in educational management.

**Unit 3** deals with **Theories of Motivation: Implications for Management**. We shall discuss in this unit the concept, need and importance of motivation. Motivation is a general term applying to the entire class of drives, desires, needs, wishes, and similar forces. In an organisation the manager motivates their subordinates to do those things which they hope will satisfy these drives and desires and encourage the subordinates to act in a desired manner. Later we shall study the various theories of motivation and their implications for educational management.

In the **last unit** of this block you will be acquainted with **Self Management vis-a vis Educational Management**. To be a successful professional you must be able to manage yourself well before attempting to manage someone else. We shall discuss how people manage themselves, cope with problems and overcome stress in their life. We shall also discuss various techniques which will help you overcome the difficult situations in management.

## **MES-043      Organisational Behaviour**

|                |                                                                       |
|----------------|-----------------------------------------------------------------------|
| <b>Block-1</b> | <b>Organisational Behaviour: An Overview</b>                          |
| <b>Unit-1</b>  | <b>Nature of Organisational Behaviour and Historical Perspectives</b> |
| <b>Unit-2</b>  | <b>Group Dynamics and Team Building</b>                               |
| <b>Unit-3</b>  | <b>Theories of Motivation: Implications for Management</b>            |
| <b>Unit-4</b>  | <b>Self Management vis-a-vis Educational Management</b>               |
| <b>Block-2</b> | <b>Leadership Behaviour in Educational Management</b>                 |
| Unit-5         | Leadership Behaviour: An Overview                                     |
| Unit-6         | Leadership Styles                                                     |
| Unit-7         | Transformational Leadership in Educational Management                 |
| <b>Block-3</b> | <b>Decision Making in Educational Management</b>                      |
| Unit-8         | Concept, Importance and Types of Decision Making                      |
| Unit-9         | Decision Making Process (models)                                      |
| Unit-10        | Management of Interpersonal Relations                                 |
| Unit-11        | Conflict Management                                                   |
| <b>Block-4</b> | <b>Communication in Educational Management</b>                        |
| Unit-12        | Meaning and Relevance of Communication in Educational Management      |
| Unit-13        | Organisational Communication                                          |
| Unit-14        | Effective Communication Approaches                                    |



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# UNIT 1 ORGANISATIONAL BEHAVIOUR: CONCEPT, NATURE & HISTORICAL PERSPECTIVES

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## Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning and Definition of Organisational Behaviour
- 1.4 Historical Perspective
- 1.5 Different Approaches of Learning and Organisational Behaviour
  - 1.5.1 Classical Conditioning Theory and Organisational Behaviour
  - 1.5.2 Operant Conditioning Theory and Organisational Behaviour
  - 1.5.3 Social Learning Theory and Organisational Behaviour
  - 1.5.4 Constructivism and Organisational Behaviour
  - 1.5.5 Humanistic Approach and Organisational Behaviour
- 1.6 Organisational Behaviour in Educational Institutions.
- 1.7 Need to Study Organisational Behaviour
- 1.8 Goals of Organisational Behaviour
- 1.9 Human Resource Management
- 1.10 Features/characteristics of Organisational Behaviour
  - 1.10.1 The Multidisciplinary Factor
  - 1.10.2 The Scientific Method
  - 1.10.3 The Contingency Factor
  - 1.10.4 The Multiple level of Analysis
  - 1.10.5 The Open System
- 1.11 Let Us Sum Up
- 1.12 Unit End Activities
- 1.13 References
- 1.14 Answer to Check Your Progress

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## 1.1 INTRODUCTION

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### Case

*Priyanka was excited to join her new school as Head of the Department (HoD) of Geography. But after few months of hard labour to be an effective head, she was not happy as she could not make her colleagues and the Principal happy in spite of her good intentions to do work for the welfare of the students. Many questions raised through her mind, based on her experiences in the school:*

- *Why are some of her colleagues and other HoDs more successful than her?*
- *How could all the teachers of the department work together as a team for the benefit of students?*
- *How could she learn to manage stress caused due to overwork in the department?*

- Why does her Principal ask her for suggestions, and then go ahead without using her input?
- How could she be more effective as the head of the department?

*Priyanka is working in a school, which is an organisation, consisting of various kinds of people. And each individual has a complex behaviour. As the head of a department, Priyanka has to manage people at different levels in the school organisation. She has to deal with the Principal, Vice Principal and Members of the Management who are all superior to her. In addition to this, she has to interact with her juniors and students also. The behaviour of her colleagues, superiors, juniors and students arises from their deep-seated needs, lifetime experiences and personal value systems. The uncooperative colleagues limit Priyanka's efficiency. The behaviour of Principal may sometimes become difficult for Priyanka to understand. Whether she likes the behaviour of individuals working with her or not, she has to work with them. Therefore, it is important that she learns about human behaviour, explores how to improve her interpersonal skills, and begin to manage her relationships with others at work. These are the areas of organisational behaviour that will make a significant contribution in her effectiveness in the workfield.*

In this unit, we introduce the field of Organisational Behaviour, starting with the definition and concept of Organisational Behaviour, its goals, historical perspective and various approaches of Organisational Behaviour.

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## **1.2 OBJECTIVES**

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After studying this unit, you will be able to

- understand the meaning of organisational behaviour and define it.
- discuss the goals and forces with which it is conceived.
- explain basic concept of organisational behaviour.
- explain the historical perspective of organisational behaviour.
- understand various approaches of organisational behaviour.

---

## **1.3 MEANING AND DEFINITION OF ORGANISATIONAL BEHAVIOUR**

---

Organisational behaviour is the study and application of knowledge about how people – as individuals and as groups- act within organisations. Organisational behaviour comes from two words: -

- Organisation and
- Behaviour.

Organisation is a place where two or more people work together in a structured way to achieve a specific goal or set of goals.

Behaviour is response of an individual to stimulation. So organisational behaviour is the behaviour of an individual in an organisation to achieve some objective.

### **Definitions of organisational behaviour**

Organisational behaviour is the study of what people think, feel and do in and around organisations. Organisational behaviour researchers systematically study individuals, teams and structural characteristics that influence behaviour of individuals within organisations.



- **According to Baron and Greenberg:**

“Organisational behaviour is the field that seeks knowledge of behaviour in organisational settings by systematically studying individual, group and organisational processes.”

- **According to Joe Kelly:**

“Organisational behaviour is an academic discipline concerned with understanding and describing human behaviour in an organisational environment. It seeks to shed light on the whole complex human factor in organisations by identifying causes and effects of that behaviour.”

- **According to Robbins:**

“Organisational behaviour is the field of study that investigates the impact that individuals, groups and structures have on behaviour within organisations for the purpose of applying such knowledge towards improving organisations effectiveness.”

- **According to Daniel Goleman**

“People tend to be very effective at managing relationships when they can understand and control their own emotions and can empathize with the feelings of others.”

Organisational behaviour is a scientific discipline in which a large number of research studies and conceptual developments are constantly adding to its knowledge base. Organisational behaviour integrates knowledge from various relevant disciplines. For example, organisational behaviour is concerned with human behaviour, so it uses concepts of psychology like personality, perception, learning, attitude, etc. Organisational behaviour is also concerned with interaction of individual with the society so it borrows concepts like group dynamics, leadership, etc. from sociology. Organisational behaviour is an art as it is concerned with management of human behaviour. It is also an applied science, as it provides information about effective practices in one organisation that can be extended to many others.

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## **1.4 HISTORICAL PERSPECTIVE**

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By most estimates, organisational behaviour emerged as a distinct field around the 1940s. However its origins can be traced much further back in time. Plato, the Greek philosopher, wrote about equity in work relationships. Another Greek philosopher Aristotle spoke about the elements of persuasive communication. The writings of the 16<sup>th</sup> century Italian philosopher Niccolo Machiavelli laid the foundation for contemporary work on organisational power and politics. In 1776, Adam Smith advocated a new form of organisational structure based on the division of labour.

One hundred years later, German sociologist Max Weber wrote about rational organisations and initiated discussion on charismatic leadership soon after, Frederick Winslow Taylor introduced the systematic use of goal setting and rewards to motivate employees. In 1920s, productivity studies at Western Electric's Hawthorne plant reported that an informal organisation- employees casually interacting with each other –operates along side the formal organisation. So, we can see that ideas on organisational behaviour have been around for a long time; they were just not organized into a unified discipline until after World War-II.

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## **1.5 DIFFERENT APPROACHES OF LEARNING AND ORGANISATIONAL BEHAVIOUR**

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Learning is a relatively permanent change in behaviour that occurs as a result of a



person's interaction with the environment. Behaviour change is our only evidence of learning. For example, in an organisation, may be school or college, if the Principal or Head of the Department had a tendency to be blunt or rude toward co-workers but doesn't act this way anymore, then we say that he or she has learned to interact with others more effectively. Learning occurs when behaviour change is due to interaction with the environment. This means that we learn through our senses, such as through study, observation and experience.

Learning influences ability, role perceptions and motivation in an individual's behaviour and performance. With respect to ability, employees in an organisation develop competencies through formal and informal learning processes. Learning facilitates performance. Therefore, it is important for organisations to make conducive environment for continuous learning.

### **1.5.1 Classical Conditioning Theory and Organisational Behaviour**

In classical conditioning, learning takes place through the pairing of unconditioned stimulus with conditioned stimulus. These two stimuli are paired to elicit the desired response.

According to this theory by Pavlov, learning is the outcome of association between the stimuli. It considers learning as passive. The learner notices the connection between the unconditioned stimulus and the conditioned stimulus and forms an association. It explains the simple reflexive behaviour.

But in organisation, we deal with human beings, who are not passive; they are actively involved in executing their behaviour. Their behaviours are emitted not elicited but still principle of association could be used by educational managers to create learning conditions for their employees. A pleasant work environment will have positive impact on performance.

### **1.5.2 Operant Conditioning Theory and Organisational Behaviour**

Skinner gave the theory of Operant Conditioning. This theory advocates that the learner acts on the environment to get the desired results. This theory is also known as behaviour modification or reinforcement theory. Behaviour modification argues that we learn from previous interactions with the environment to alter our behaviour in such a way that we maximize positive consequences and minimize adverse consequences. In other words, past experiences teach us how to operate on the environment so that we receive desired consequences from that environment.

Behaviour modification is based on the law of effect. According to the law of effect, the likelihood that an operant behaviour will be repeated depends on its consequences. If behaviour is followed by a pleasant experience, then a person will probably repeat the behaviour. The law of effect explains how people learn to repeat behaviours that receive reinforcement.

For an educational manager, providing positive reinforcement to the employees to increase the frequency of desired behaviour is most important. For example, to ensure attendance of staff members during sports day, the principal of a government school announced attendance bonus on that day. This resulted in cent percent attendance of employees on the sports day.

### **1.5.3 Social Learning Theory and Organisational Behaviour**

Behaviour modification in an organisation mainly considers learning through direct experience with the environment. However, we also learn by observing the behaviour



and consequences of other people's behaviour. Social learning theory states that much learning occurs by observing others and then modeling the behaviour.

People learn by observing the behaviours of a role model on a critical task, remembering the important elements of the observed behaviours and then practicing those behaviours. Behavioural modeling works best when the model is respected and the model's actions are reinforced. For instance, recently appointed new teachers in a school should learn the tactics of teaching by watching the teaching of senior and highly respected teachers.

### **1.5.4 Constructivism and Organisational Behaviour**

Constructivism emphasises the active role of the learner in building, understanding and making sense of information provided.

So, an educational manager should provide sufficient information and experience to teachers and students, so as to help them to construct their knowledge base according to the changing arena of society.

### **1.5.5 Humanistic approach and Organisational Behaviour**

This approach is developmental. It is concerned with the growth and development of people toward higher levels of competency, creativity and fulfillment, because people are the central resource in any organisation and any society.

This approach helps employees become better, more responsible and tries to create a climate in which they may contribute to the limits of their improved abilities. Taking care of employees is prerequisite to increase their performance.

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## **1.6 ORGANISATIONAL BEHAVIOUR IN EDUCATIONAL INSTITUTIONS**

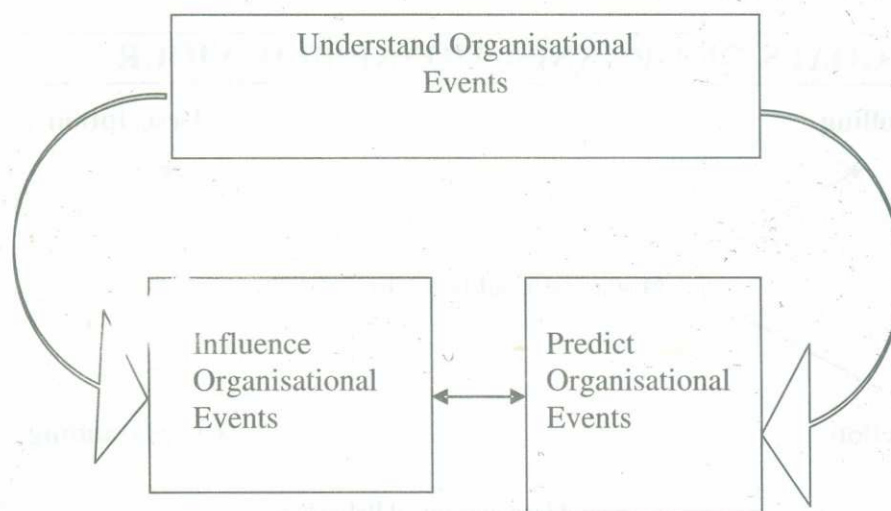
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It helps the teachers and Principals to look at the behaviour of individuals within the school. It also aids their understanding of the complexities involved in interpersonal relations. It helps them to examine the dynamics of relationship between small groups (students, teachers or parents) and between different groups. It also helps to analyze the relationship of one school with another and effect of school on the surrounding environment (society) or vice versa.

---

## **1.7 NEED TO STUDY ORGANISATIONAL BEHAVIOUR**

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**Fig.1.1: Organisational Behaviour**

As a student of Masters in Education, you all will be related with educational institutions in one way or another. So, as a teacher, you need to understand the dynamics and working of school. In addition to this, you need to plan for future activities to be conducted in school for its betterment. For this you would need to influence students and the Principal of the school with your constructive work.

Organisational behaviour satisfies your need to understand the dynamics of the school and relationships among the members of the school (Principal, teachers, students, staff or parents). Organisational behaviour also helps you to predict the future events of the institutions so that you can participate more fully and comfortably in it.

Organisational behaviour also helps you to test certain ideas that were developed through previous observations and learning. Some of these ideas may be quite valid and predict behaviour in many situations. However, some other ideas may be, proved inaccurate or overly simplistic for the real world. The field of organisational behaviour use scientific methods and apply logic to test the accuracy of certain theories in organisation setting.

You all want to understand and predict the organisational events in order to influence the environment in which you live. Whether you are a Principal, or Vice Principal or the head of a department or a teacher in any educational organisation, you need to know how to communicate effectively with others, manage conflicts (between you and other or between any other two individuals in an organisation), make better decisions, build support for your ideas, help other individuals to operate more effectively and so on. Organisational behaviour theories and concepts will help you to influence organisational events.

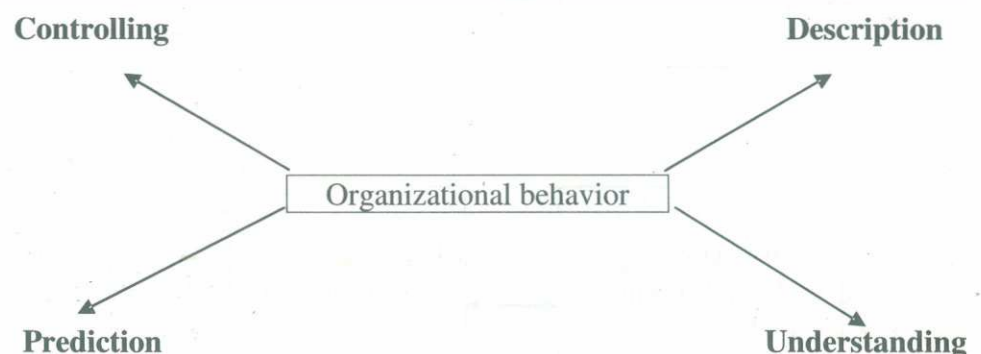
Organisational behaviour helps an individual in the following ways:

- Understanding of one's own behaviour.
- Understanding the behaviour of others.
- Seeking cooperation of other individuals in an organisation.
- Managing interpersonal relationships.
- Understanding the dynamics or work culture of an organisation.
- Helping to communicate better.
- Predicting behaviour of others.
- Managing human resources effectively.
- Helping individual to behave effectively.

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## **1.8 GOALS OF ORGANISATIONAL BEHAVIOUR**

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**Fig. 1.2: Goals of Organisational Behaviour**



We can explain the goals of organisational behaviour with the help of an example. Rahul is a very notorious boy. All his teachers are very upset with him. Mr. Asharam is his class teacher and is very worried about his future. How can knowledge of OB help him in solving this problem?

There are four interrelated goals served by organisational behaviour:

- To describe
- To understand
- To predict and
- To control the behaviour or some phenomena.

The first goal of organisational behaviour is to describe systematically how people behave under a variety of conditions. Achieving this goal allows educators or teachers to communicate about human behaviour using a common language. In the above example, Mr. Asharam is able to understand Rahul's behaviour and predict how he will behave in a particular situation and know how to behave with him.

A second goal is to understand why people behave as they do. Educators or teachers would be unreasonable if they only talk about behaviour of their students and colleagues without understanding the reasons behind their actions. Therefore good educators learn to probe for underlying explanations of the behaviour of other people. Why is Rahul behaving in a particular way?

Predicting future behaviour of other people (students, colleagues, etc.) is the third goal of organisational behaviour. Educators or teachers will have the capacity to predict which student will fail or who will stand first in the class or which colleague will be dedicated to his/her work and who will be hard to tackle and so on so that teachers or educators could take preventive measures.

The final goal of organisational behaviour is to control human activity at work. Since teachers or educators are held responsible for the performance of the students, they are interested in being able to make an impact on the student's behaviour, development of skill and abilities, to get the desired results.

Organisational behaviour is a human tool for human benefit. It applies broadly to the behaviour of people in all types of organisations, such as schools, colleges and so on. No matter what the organisations are, there is a need to describe, understand, predict and better manage human behaviour.

### **Check Your Progress**

**Note :** a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1) What is Organisational Behaviour?

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.....

.....

.....

2) How does knowledge of Organisational Behaviour help an individual?

.....

.....

.....

3) What are the goals of Organisational Behaviour?

.....

.....

.....

### Case I

*P.K Public School always produces good academic results in spite of lots of limitations in terms of resources. Students of this school belong to lower middle-income families. Because of low fee structure, teachers are not well paid but are satisfied and dedicated to teaching. They don't want to leave the school even if offered higher salary.*

### Case II

*MS Convent caters to the need of children of the higher strata but results are not good in spite of good infrastructure and all modern equipments. It pays handsome salary to its teachers but they are not willing to work in that school. Principal of the school was fed up with its teachers leaving school after one-two months even though he pays higher salary to them.*

- What could be the reason for teachers leaving MS Convent in spite of higher salaries?
- Why teachers of P.K. School don't want to leave even if offered higher salary?
- Why results of MS Convent were lower than the P.K School?

*Answer lies in the management of the school organisation especially management of human resources present in the school, that is- teachers.*

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## 1.9 HUMAN RESOURCE MANAGEMENT

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The success of any organisation in the long run depends very much on the quality of its human resources. Of all the primary resources of an organisation namely man, material, money, the human resource is recognized as the most vital and the most valuable because it is ultimately the human being who uses and controls all other resources and determines the efficient utilization of these resources. Further, the importance of the human factor also stems from the fact that whereas all other resources depreciate in value with the passage of time and use, the human resource appreciates in value through the acquisitions of knowledge and experience. Thus human resource reflects an inherent dynamism and development potential.

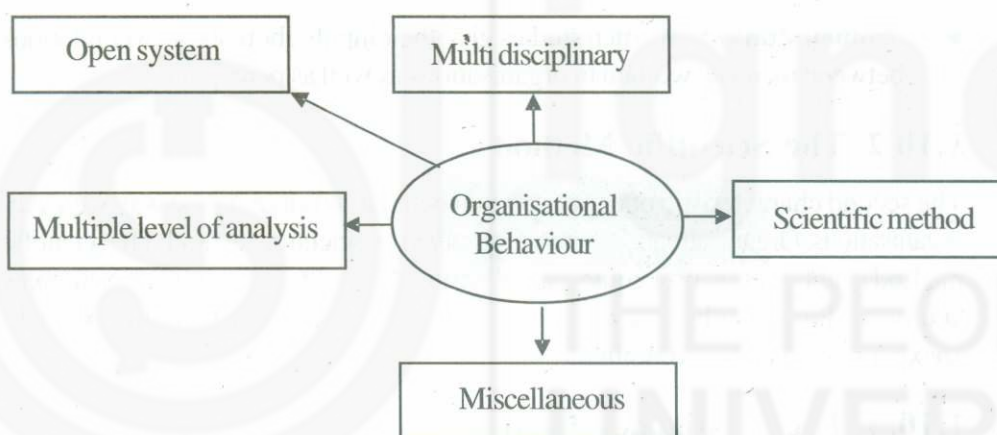
• Earlier, the emphasis was on product. The approach was task oriented and focus was on the output or the achievement. But the product approach has given way to the process approach, that is, the factors involved in the process of the achievement of an organisation. And among these factors, the human factor is the most important



one. People orientation is the key thing in the success of an organisation today. The significance of human resource lies in its dynamic nature. Human resource is the aggregate of employee attributes including knowledge, skill, experience and health which are presently and potentially available to an organisation for the achievement of its goal. The key objective in the management of an organisation should be to provide various kinds of learning experience to its people with the objective of developing human beings for their advantage and harnessing their physical, mental, emotional and intellectual endowments and abilities for the growth of the organisation.

Earlier, our management policies, be it in the educational set up or any other organisational set-up emphasized only on the cognitive aspect of human resource whereas all other positive aspects of human resource were neglected. It is only recently that affective aspect of human resource has been given importance as sometimes emotional satisfaction of the people involved in an organisation becomes more important than their academic competence or cognitive abilities in managing the organisation. As a child will not learn if he does not 'want' to learn or feel the 'need' to learn despite having good ability or intelligence, similarly an employee will not put in his/her maximum effort unless his/her emotional needs are taken care of.

### **1.10 FEATURES/CHARACTERISTICS OF ORGANISATIONAL BEHAVIOUR**



**Fig. 1.3: Characteristics of Organisational Behaviour.**

There are five features/characteristics in the study of organisational behaviour: -

1. The multidisciplinary factor
2. The scientific method
3. The contingency
4. The multiple levels of analysis and
5. The open system

#### **1.10.1 The multidisciplinary factor**

As part of the social sciences, organisational behaviour is anchored around the idea that it should draw on knowledge from other disciplines rather than just its own isolated research base. In other words organisational behaviour should be multidisciplinary. Traditional as well as emerging fields of study have contributed to the knowledge base of organisational behaviour. Among the traditional fields the maximum contribution is given by psychology and sociology.

- **Psychology:** - Psychology has aided our understanding of individual and interpersonal behaviour.
- **Sociology:** - Sociology has contributed the knowledge of team dynamics, organisational socialization, organisational power and other aspects of social systems.
- **Anthropology:** - Anthropology has helped us to understand organisational culture.
- **Political science:** - Political science contributed ideas regarding power and politics in organisations.
- **Engineering:** - Engineering played an early role in organisational behaviour with productivity issues.
- **Economics:** - Economists influenced early organisational behaviour writings on organisational power, negotiations and decision-making.
- **Communication:** - The communications field is currently helping us to understand the dynamics of electronic media and socialization process.
- **Information technology:** - Information technology helps to understand the effect of information technology on team dynamics, decision-making, etc.
- **Women studies:** - Women studies give their inputs about the power relations between men and women in organisations as well as perceptual biases.

### **1.10.2 The Scientific Method**

The second characteristic of organisational behaviour relates to the way we study organisations. Organisational behaviour is studied by scientific method. The scientific method is not a single procedure for collecting data: rather, it is a set of principles and procedures that help researchers to systematically understand previously unexplained events and conditions.

### **1.10.3 The Contingency Factor**

This factor states that a particular action may have different consequences in different situations. In other words, no single solution is best in all circumstances.

### **1.10.4 The Multiple level of Analysis**

Any event in an organisation is usually a result of interaction between people, teamwork, decisions, power and so on, involving individuals, groups or teams, interaction among different individuals, groups, organisations and environment. Therefore organisational events should be studied at five levels of analyses –

- Individual behaviour
- Interpersonal behaviour
- Group behaviour or group dynamics
- Organisational issues and
- Environmental issues.

**Individual behaviour** level includes the characteristics and behaviours of employees as well as the thought processes attributed to them, such as motivation, perceptions, personalities, attitudes and values.



**Interpersonal behaviour** describes interactions of two or more individuals and how behaviour of one individual affects the other.

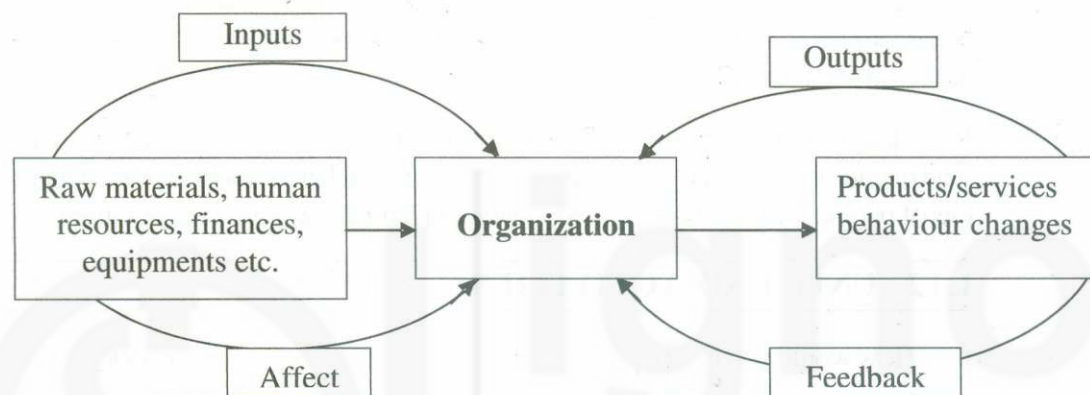
**Group behaviour** level of analysis looks at the way people work as a team towards the achievement of some goal. It includes team dynamics, conflict and leadership.

At the **Organisational** level, it focuses on how people structure their working relationships.

**Environmental** level of analysis includes how organisations affect environment and how they are influenced by environment. It also focuses on how organisations interact with their environment.

### 1.10.5 The Open System

Organisations are open systems. This means that organisations consist of interdependent parts that work together to continually monitor and transact with the external environment.



**Fig. 1.4: The Open System**

An organisational system acquires resources from its external environment, including raw materials, employee's financial support. Organisations transform these inputs into various outputs that are exported back to the external environment. The organisations receive feedback from external environment regarding the use of these outputs and are affected by the availability of future inputs. This process is cyclical and ideally, self- sustaining, so that the organisation may continue to survive and prosper.

### Check Your Progress

**Note :** a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

4. Write different features of organisational behaviour.

.....

.....

.....

.....

5. How would you use behaviour modification in your teaching?

.....

6. What is constructivism?

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## 1.11 LET US SUM UP

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In this unit nature of Organisational Behaviour has been discussed in the context of management of educational institutions. The importance and role of organisational behaviour in the management of educational institutions has been discussed in the historical perspectives.

Knowledge of Organisational Behaviour is not only necessary for managers in the field of education, but it is a pre-requisite for every teacher as teacher has to manage lots of people, be it the Principal, Management, colleagues, students or Parents.

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## 1.12 UNIT END ACTIVITIES

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1. How would you incorporate observational learning in your organisation?
2. A friend suggests that Organisational Behaviour course is of no use to a teacher or a student of education. Discuss the accuracy of your friend's statement.

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## 1.13 REFERENCES

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## 1.14 ANSWERS TO CHECK YOUR PROGRESS

1. Organisational Behaviour is the study and application of knowledge about how people, individuals and groups act in organisation. Its purpose is to build better relationship by achieving human objectives, organisational objectives and social objectives.
2. Organisational Behaviour helps an individual in different ways such as to understand the behaviour and interpersonal relationship with others. It helps in understanding the dynamics or work culture of an organisation.
3. The common goals of Organisational Behaviour
  - a. Controlling
  - b. Description
  - c. Prediction
  - d. Understanding

Also we can say that:

- a. Creating a winning culture
  - b. Fostering team work
  - c. Creating a learning environment.
4. There are five features in the study of Organisational Behaviour:
  - a. The Multidisciplinary factor
  - b. The Scientific method
  - c. The Contingency approach
  - d. The Multiple level of analysis
  - e. The Open system
5. Behaviour modification is based on the Principles of Operant Conditioning. According to B F Skinner, the likelihood that an operant behaviour will be repeated depends on its consequences. If behaviour is followed by a pleasant experience, then the person will probably repeat the behaviour.
6. Constructivism is a cognitive approach to human learning. According to it, the learner by his/her active engagement with reality or the subject matter builds personal meaning of the experience.

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## **UNIT 2    GROUP DYNAMICS AND TEAM BUILDING**

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### **Structure**

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Group Dynamics
  - 2.3.1 Concept of a Group
- 2.4 Factors of Group Formation
  - 2.4.1 Psychological Factors
  - 2.4.2 Social Factors
  - 2.4.3 Security Factors
  - 2.4.4 Economic Factors
  - 2.4.5 Cultural Factors
  - 2.4.6 Power Factors
  - 2.4.7 Status and Reorganisation Factors
- 2.5 Work Group
- 2.6 Types of Work Groups
  - 2.6.1 Formal and Informal Groups
  - 2.6.2 Small and Large Groups
  - 2.6.3 Primary and Secondary Groups
- 2.7 Theories of Group Formation
  - 2.7.1 Homan's Theory
  - 2.7.2 Theory of Balance
  - 2.7.3 Exchange Theory
- 2.8 Group Cohesiveness
  - 2.8.1 Size of the Group
  - 2.8.2 Homogeneous Character of Group Members
  - 2.8.3 Success of the Group
  - 2.8.4 Competition with others Group
  - 2.8.5 Exclusiveness of the Group
- 2.9 Characteristic of Cohesive Group
- 2.10 Development of Group/Team
  - 2.10.1 Forming
  - 2.10.2 Storming
  - 2.10.3 Norming
  - 2.10.4 Performing
  - 2.10.5 Adjourning
- 2.11 Team Building
- 2.12 Process of Team Building
- 2.13 Types of Team Building
  - 2.13.1 Role Definition
  - 2.13.2 Interpersonal Process



2.13.3 Goal Setting

2.13.4 Problem Solving

2.14 Factors of Effective Team

2.14.1 Supportive Environment

2.14.2 Appropriate Skills and Role Clarity

2.14.3 Superordinate Goals

2.14.4 Team Rewards

2.15 Problems of Team

2.16 Let Us Sum Up

2.17 Unit End Activities

2.18 References

2.19 Answer to Check Your Progress

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## 2.1 INTRODUCTION

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*Mrs. Anand, joined a reputed school, as a senior home science teacher. The environment of the school was new for her as she came from a different state and culture. But in a few days only, she became the most popular teacher among all the teachers and was wanted by all the groups existing in the staff room.*

*Smitha, joined a school after completing her B.Ed. She was considered a very good teacher by her students as she has mastery over her subject. Principal was very pleased with her but she herself was not happy. Why? She had no friends in the school and no one in the staff room was ready to mingle with her. She sat alone and took her lunch alone.*

These are the cases which we encounter daily in our life, whether as a student, teacher, Principal or working in any other capacity who are left alone to themselves. Why does this happen?

This unit will focus on the causes for such group behaviour. Here, we will discuss about interpersonal relations and group dynamics. Further, a detailed account of groups, how and why they are formed are described. How groups are different from the team and how group dynamics could be used in team building are also discussed.

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## 2.2 OBJECTIVES

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After going through this unit you will be able to-

- understand the concept of group dynamics
- describe the factors that contribute to positive group dynamics
- define work groups and their types
- describe and differentiate various theories of group formation
- explain cohesive groups and their characteristics
- describe the development of group/team
- describe team building, its process, types, factors and problems.

## 2.3 GROUP DYNAMICS

The social process by which people interact face-to-face in small groups is called Group Dynamics. It is the study of the forces operating within a group. The word "dynamics" comes from the Greek word meaning "force", and therefore the term group dynamics refers to the study of forces operating within a group in a social situation. It refers to changes which take place within groups and is concerned with the interaction and inter-relationships among group members in a social setting. In an organisation, an individual does not behave or act alone. They behave as the member of some group. It is, therefore, become essential to understand the forces, operating in a group.

Two important historical landmarks of small groups are the researches of Elton Mayo and his associates in the 1920s and 1930s and the experiments in the 1930s of Kurt Lewin, the founder of the group dynamics movement. Mayo showed that workers tend to establish informal groups that affect job satisfaction and effectiveness. Lewin showed that different kinds of leadership produced different responses in groups.

Groups have characteristics of their own that are different from those individuals who make up the group. This is similar to the physical situation in which a molecule of salt (sodium chloride) is different from the sodium and chlorine elements that form a "group" to make it.

### 2.3.1 Concept of a Group

A group refers to the association of two or more persons interacting among themselves for the achievement of common goals. According to Edgar H. Schien - "A Group may be defined as a social phenomenon in which two or more persons decide to interact with one another, share common ideology and perceive themselves as a group."

in the words of D.H. Smith,

"A group is the largest set of two or more individuals who are jointly characterized by a network of relevant communication and shared sense of collective identity and one or more shared dispositions with associated normative strength." Jennifer and Gareth have defined a group as "a set of two or more people who interact with each other to achieve certain goals or to meet certain needs."

A collection of individuals is called a group when:-

- They have a common goal.
- The members of the group constantly interact with each other.
- The action of one person affects another person or vice versa in a group.
- Each member of group identifies with other member of the group.
- Behaviour of the Members of a group is interdependent on each other.

Thus, a group is a set of two or more people who continuously interact with each other to achieve certain goals or meet certain needs. This type of group is referred as a work group.

## 2.4 FACTORS OF GROUP FORMATION

Man, as a social animal, has a natural instinct for belonging to a group wherein he may interact with others, express his feelings, help each other, get love and affection, and feel homely and secured. He also cherishes to satisfy his socio-psychological needs for status, recognition, appreciation and affiliation, since he finds gratification



of his varying needs in the small group; he forms or joins a group where he finds some commonness. Formation of small informal groups is a very pervasive phenomenon among human beings. They form groups within the organisation and outside the organisation. Various factors or reasons which influence the formation of groups in an organisation are:-

- **Psychological Factors**
- **Social factors**
- **Security factors**
- **Economic factors**
- **Cultural factors**
- **Power factor**
- **Status and Recognition factors**

Let us discuss each in details:

### **2.4.1 Psychological factors**

Man is a social animal and needs to feel belonged to other members of the society. A group provides a forum for regular interactions exchanging views and news, expressing their ideas and feelings and discussing the things of their common interest. This satisfies their sense of belonging and affiliation. They feel comfortable in the group.

### **2.4.2 Social factors**

Individuals make groups on the basis of social class, caste, religion and region to satisfy their social needs.

### **2.4.3 Security factors**

The group provides the members a sense of security in the time of emergency like health problems, sudden need for money. This security gives strength to the individual and he finds himself in a position to face hazards and problems more vigorously.

### **2.4.4 Economic factors**

An individual work in an organisation and gets paid for it accordingly. But there are certain expenses which his organisation cannot bear like construction of house, medical bills. So, he/she gets associated with people who can help him/her at the time of need.

### **2.4.5 Cultural factors**

For work, people move from one place to another. But they are not able to associate themselves to their work place because of difference in culture. Therefore, people belonging to same culture, sharing same language and celebrating similar festivals form groups.

### **2.4.6 Power factor**

The group also provides power and leadership by giving informal authority. Group members stand behind their group leader. The unity of the group members become a strong force. This force of unity can be utilised by the group leader or its members to highlight their common interests and problems.

## 2.4.7 Status and Recognition factors

The needs for enjoying social status, recognition, respect, appreciation, love and affection are satisfied by the group. The members get a good platform to show their skills and achievement and get appreciation within the group. Members also get respect and recognition, if they enjoy good status within the group.

### Check Your Progress

**Note:** (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit.

1. What is a group?

.....  
.....

2. What is group dynamics?

.....  
.....

3. What are the reasons of group formation?

.....  
.....

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## 2.5 WORK GROUP

---

A work group can be described as a collection of individuals working towards a common goal and who are interdependent to a significant degree as they relate to, and interact with each other while performing their task.

Sometimes group and team are used interchangeably, but, these are two different terms with different meanings. For example, all the teachers teaching science in a school form a group because of common interest or subject but when some members from this group are formally chosen and organised by the Principal to conduct a science fair in the school, they may be termed as a team. Therefore, a group can be called a team when it is formally formed by the organisation.

According to Katzenbach and Smith "Team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable".

Thus, major difference between the team and group is that the group can also be informally formed without any complementary skills and formal efforts of the organisation; team is always constituted by the organisation.

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## 2.6 TYPES OF WORK GROUPS

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There are many reasons for the formation of groups but they exist in all the organisations. In one organisation, many types of groups exist. Each group plays a crucial role in achieving organisational effectiveness. There are many ways in which we can classify groups.



- **Formal and Informal groups**
- **Small and Large groups**
- **Primary and Secondary groups**

Let us discuss each type in greater detail:

### 2.6.1 Formal and Informal Work Groups

**Formal groups** are established by the organisation and have a public identity and goal to achieve while informal groups emerge on the basis of common interests, proximity and friendships. Examples are PTA, Teacher's association, and a group of teachers working as counselors in the school.

Formal groups are deliberately planned, structured to serve common or organisational interest. They are formed to accomplish specific functions and formal organisational goals. Formal groups are empowered with the authority by the institutions. Authority is always delegated to the position and not to the person. Formal groups are formed by the management of an organisation which enforces some responsibilities to the members of the formal group. There are predetermined rules and regulations which are to be followed by every member of the group. Some formal groups have a relatively temporary life; they are created to accomplish a short-term task and then disbanded.

There are different types of formal groups in an organisation

- **Command Groups**
- **The Committees**
- **The Team**
- **Command Groups :-** It is the collection of individuals who report to one manager. In school settings, it could be students in one class and their manager will be class teacher or group of all the science teachers reporting to the head of the department etc. Command groups are based on the reporting relationship in organisations. Command groups help an organisation to accomplish variety of tasks. They have tremendous impact upon the extent to which an organisation is able to achieve its goals. The leaders or managers of the command group play an important role in determining the effectiveness of these groups.
- **The Committees :-** it is the collection of people who are brought together by the organisation to accomplish a specific goal. Once the goal is achieved, the organisation disbands the committee. For example, in educational organisation we have seen admission committees, annual day committees, science fair committees etc. When committees are dealing with long term goals, they are not disbanded but the members can be changed from time to time on the basis of seniority, efficiency etc. These types of committees are known as standing committees. For example in schools, examination committee could be considered as standing committees.
- **The Team :-** Teams are groups of two or more people who interact and influence each other, are mutually accountable for achieving common objectives, and perceive themselves as a social entity within an organisation. All teams exist to fulfill some purpose, such as planning for timetable or making an important decision. Team members are held together by their interdependence and need for collaboration to achieve common goals. In the course of working together,

the members of the team learn the abilities and experiences to accomplish things that could not be achieved by individuals working separately or by any other kinds of work groups.

### **Informal Work Groups**

In an organisation, along with formal groups, informal groups do exist. Informal groups are not specifically formed by organisations but they occur naturally. It is just like the shadow of the formal organisation. It is difficult for the organisation to fulfill all the needs of the individuals, so different informal groups arise to meet their needs on the basis of similarity in interest, customs, ideology etc..

#### **Types of Informal Groups**

- Friendship Group
- Interest Group
- Cliques

**Friendship Group :-** It is a group of individuals in an organisation who enjoy each other's company and love to socialise with each other on the job or off the job. For example, a group of teachers go for shopping, watch movies etc. Friendship groups help its members to meet the needs of social interaction and support.

**Interest Group :-** Individuals may form interest groups when they have a common interest or goal to achieve in an organisation. For example, a group of teachers going for painting class.

**Cliques :-** These groups consist of colleagues who normally observe certain norms and standards. They are closely intimate to each other. The object of this type of group is to provide recognition to each and exchange information of mutual interest. Example : A group of college principals sharing information on e-governance in college context with each others.

### **2.6.2 Small and Large Groups**

Group size is an important determinant of the way group members behave. The size of a group is normally measured by the number of full time members who are involved in achieving the group's goals. On the basis of number of members, a group can be a small or large group.

#### **Small Groups**

In a small group, members are likely to know everybody and interact regularly. They can share information daily and can recognize individual's contribution to the group. For example: Teachers in a school.

#### **Large Groups**

When the number of members of in a group are very large, they are less likely to know each other. There is lower level of interaction among members of this group. For example: Teachers of a city. We can also take an example of IGNOU , that the school teachers are taking B.Ed program in an academic year all over the India. But they are all not known to every one.



## 2.6.3 Primary and Secondary Groups

### Primary Groups

A primary group is defined as an entity in which members have intimate face-to-face interaction, interdependence and a sense of identification with the entity. A primary group is generally small in size. Though all primary groups are small in size, all groups may not be primary. In a primary group, members have an additional feature of same values, interests etc. and members are loyal to the group. For example, family is the best example of primary group.

### Secondary Group

A secondary group is a large entity and is made of several related primary groups. It tends to be impersonal. A school organisation is an example of a secondary group as it has various primary groups – groups of teachers, librarians, staff, workers, administrators, managing committees etc.

### Check Your Progress

**Note:** (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit

4. Distinguish between formal and informal groups.

.....  
.....

5. How is a primary group different from a secondary group ?

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

## 2.7 THEORIES OF GROUP FORMATION

### 2.7.1 Homan's Theory

Homan's in 1950, explained the basis of group formation in terms of activities, interaction and sentiments of people. Homan's theory explains the formation of groups on the basis of people's interaction with each other. People in an organisation are not only physically together but they become emotionally attached too. They solve their mutual problems, attain goals, reduce tension and share happiness with each other. All these activities emerge because of sentiments or feelings of the people who work together. Because of emotional attachment, their interaction increases which in turn leads to more sentiments. This cycle of interaction and sentiments tend to form powerful groups.

### 2.7.2 Theory of Balance

In 1961, Newcomb stated balance theory of group formation. This theory explains group formation on the basis of attraction of people towards each other as they have similar attitudes and values towards common objects or goals. Once a relationship is formed, members of a group strive to maintain a balance between the

attraction and common attitudes. Whenever a balance gets disturbed, it has to be restored or else the group will disintegrate.

### **2.7.3 Exchange Theory (Outcome Theory)**

In 1959, Thibaut and Kelley propounded the theory of group formation, stating the outcome of interaction as the basis of group formation. The outcome of a relationship should be rewarding in order to have attraction or affiliation among the members of a group. The people derive personal and social satisfaction from having interactions with each other. They form a group. If they incur anxiety or frustration, embarrassment or fatigue with interactions, group will not be formed.

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## **2.8 GROUP COHESIVENESS**

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Group Cohesiveness is stated as the attraction of members to the group in terms of the strength or forces on the individual member to remain active in a group and to resist leaving it. In simplest form it means to stick together as a group. More comprehensively it is the attractiveness of a group to its members. A highly cohesive group very much appeals to its members. The cohesiveness of a group affects its performance and effectiveness. There are a large number of factors, which influence the level of cohesiveness of a group, which are:

- Size of the group
- Homogeneous character of group members
- Success of the group
- Competition with other groups
- Exclusiveness of the group

Let us explore each in detail:

### **2.8.1 Size of the Group**

One of the important and necessary conditions for the existence of the group is that members interact and communicate with each other. If the group is so large that members do not get to know each other, there is little likelihood that the group will be high in cohesiveness.

### **2.8.2 Homogeneous character of group members**

More similarity the members have with each other, better the chances that they will get along with, and feel comfortable to communicate with each other. The most cohesive group is one where members are more homogeneous in terms of age, sex, education, marital status etc. and they share certain attitudes, values, experiences and other characteristics, which are common to each other.

### **2.8.3 Success of the group**

It is the success of the group which can make it cohesive. When group becomes successful in achieving its goal, it becomes more attractive for its members, which increases cohesiveness in the group.

### **2.8.4 Competition with other groups**

In an organisation, there are many work groups. Competition among different groups seems to be the one best that enhances the cohesiveness within the work group.



### 2.8.5 Exclusiveness of the group

A group's exclusiveness is indicated by how difficult it is to become a member of the group. The exclusiveness of a group gives status in the organisation. It also provides special rights and privileges to its group members.

## 2.9 CHARACTERISTICS OF A COHESIVE GROUP

- Its members should be active participants in the group activities.
- Members of a group share a common goal.
- Members have high group loyalty.
- Members get united at the time of threat or crisis and
- Communication within the group is very fast.

## 2.10 DEVELOPMENT OF GROUP/TEAM

Groups/Teams are not formed in a day. In fact, all the members of the Group/Team have to pass through several stages of development before emerging as an effective work unit. They must get to know each other, understand their respective roles, discover appropriate and inappropriate behaviours and learn how to coordinate their work or social activities. Example : Organisation of annual function in the school.

Either a group/team is newly formed or an old group/team, both have their own share of disturbances in the group due to new selection, transfer of a group/team member, promotions etc. as a result, there is change in the existing group and it goes through the process of development of a group/team.

Bruce Tuckman has divided the development of a group in five stages – namely, forming, storming, norming, performing and adjourning. Team/Group progress from one stage to the next in an orderly fashion, but they might fall back to an earlier stage of development as new members join or other conditions disrupt the group's/team's maturity.

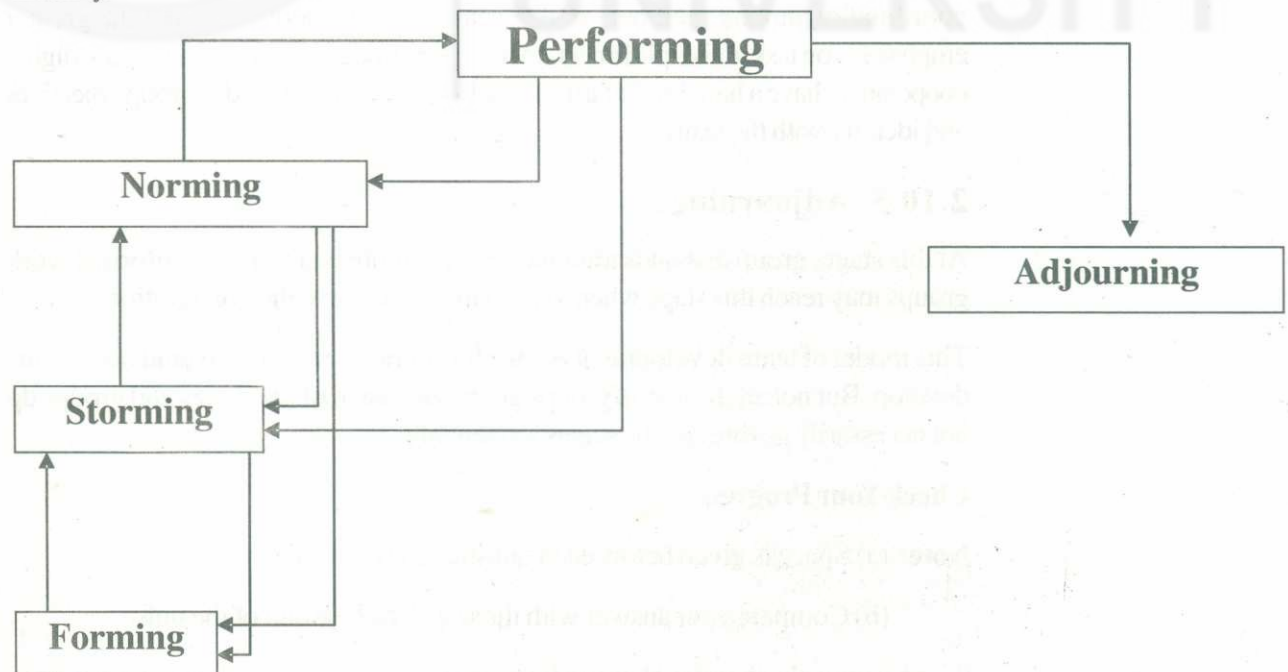


Fig. 2.1: Stages in Development of a Group/Team

### 2.10.1 Forming

The first stage of team development is a period of testing and orientation in which members learn about each other and evaluate the benefits and costs of membership. People tend to be polite during this stage and will defer to the existing authority of a formal or informal leader who must provide an initial set of rules and structures for interaction. The forming stage is completed once individuals within the group feel that they are truly the members of the group.

### 2.10.2 Storming

During the storming stage of team development, individual members become more proactive by taking on specific roles and task responsibilities. This stage is marked by interpersonal conflict as members compete for leadership and other roles in the team. At this stage, group members try to resist for being controlled by the group very often, the members disagree about who should lead the group. They also differ on how much power should the leader of their group have. This stage is completed when group members no longer resist the group's control and there is mutual understanding and agreement about who will lead the group. Normally this stage is completed when group members consider that it is better to work together for the achievement of the group goals.

### 2.10.3 Norming

During the norming stage, the team develops its first real sense of cohesion as roles are established and a consensus forms around group objectives. Members have developed relatively similar mental models, so they have common expectations and assumptions about how the team goals should be accomplished. This common knowledge structure allows them to interact more efficiently, so they can move into the next stage, performing.

### 2.10.4 Performing

At this stage, team becomes more task-oriented as it shifts its focus from establishing and maintaining relations to accomplishing its objectives. Team members have learned to coordinate their actions and to resolve conflicts more efficiently. Further coordination among members must occasionally be addressed, but the greater emphasis is on task accomplishment. In high performance teams, members are highly cooperative, have a high level of trust in each other, are committed to group objectives and identify with the team.

### 2.10.5 Adjourning

At this stage, group disbands after having accomplished its goals. Informal work groups may reach this stage when several members leave the organisation.

This model of team development is a useful framework to understand how teams develop. But not all the teams/groups go through each of the stages and groups do not necessarily go through the stages sequentially.

### Check Your Progress

**Note:** (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit

6. Mention the theories of group formation.



7. Name the factors that influence cohesiveness of a group.

## 2.11 TEAM BUILDING

Team building is any formal activity intended to improve the development and functioning of a work team. It is intended to shape the team for smooth functioning. Steven and Mary Ann Von have defined team building as any formal intervention directed towards improving the development and functioning of a work team. Thus, the process of team building aims at enhancing the effectiveness of a team. Team building encourages team members to examine how they work together, identify their weaknesses and develop more effective ways of cooperating. The goal is to make the team more effective.

## 2.12 PROCESS OF TEAM BUILDING

For team building, participative process is used, with team members providing data or feedback and then using that data or feedback for self examination. Data are collected from individual group members and then fed back to the team for analysis. While the group works on development of action plans, members are also encouraged to direct equal attention towards the group's interaction process. By monitoring, examining and adjusting its own actions, the group learns to evaluate and improve its own effectiveness. The result of this continuing process can be a high performance team with levels of morale and cooperation.

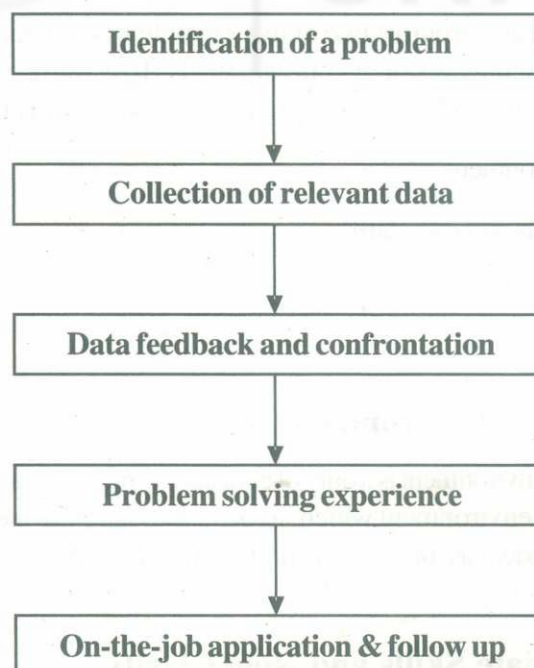


Fig. 2.2: Process of Team Building

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## 2.13 TYPES OF TEAM BUILDING

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There are four main types of team building: role definition, interpersonal processes, goal setting and problem solving. A team building activity includes two or more of these.

### 2.13.1 Role Definition

The role definition perspective examines role expectations among team members and clarifies their future role obligations to each other. Participants describe perceptions of their own role as well as the role expectations they have of other team members. After discussing these perceptions, team members revise their roles and present them for final acceptances.

### 2.13.2 Interpersonal Process

Interpersonal process activities try to build trust and open communications among team members by resolving hidden agendas and misperceptions. Wild games and dialogue are two interpersonal processes which familiarize team members with each other's strength and weaknesses.

### 2.13.3 Goal Setting

As a team building strategy, goal setting involves clarifying the team's performance goals, increasing the team's motivation to accomplish these goals and establishing a mechanism for systematic feedback on the team's goal performance.

### 2.13.4 Problem Solving

This type of team building examines the team's task related decision making process and identifies ways to make it more effective. Each stage of decision-making is examined such as how the team identifies problems and searches for alternatives. To improve their problem solving skills, some teams participate in simulation games that require team decisions in hypothetical situations.

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## 2.14 FACTORS OF EFFECTIVE TEAM

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Team may be defined as a group of two or more people who interact and influence the members for the achievement of common goals. To achieve common goals a team needs to be effective. There are factors which make a team effective.

1. Supportive environment
2. Appropriate skills and role clarity
3. Superordinate goals
4. Team rewards

### 2.14.1 Supportive Environment

Providing supportive environment is a duty of educational management. Management should create such an environment which involves encouraging members to think like a team, providing adequate time for meetings and demonstrating faith in members' capacity to achieve.

### 2.14.2 Appropriate Skills and Role Clarity

Team members must be qualified to perform their jobs and have the desire to

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cooperate. Beyond these requirement, members can work together as a team only after all the members of the group know the roles of all the others with whom they will be interacting. When this understanding exists team members respond voluntarily to demands of the job and take appropriate actions to accomplish team goals.

### **2.14.3 Superordinate Goals**

A major responsibility of any management is to keep the team members oriented toward their overall task. But, sometimes an organisation's policies, record-keeping requirements, and reward systems may fragment individual efforts and discourage teamwork. At that time superordinate goals are created, which is a higher goal that integrates the efforts of two or more persons.

### **2.14.4 Team Rewards**

Another element to stimulate team work is team rewards, which could be in any form, may be financial or recognition, prizes.

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## **2.15 PROBLEMS OF TEAM**

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- Teams are not needed sometimes. Certainly teams bring together ideas and information that one person rarely possesses alone. Yet, there are certain situations in which decision by one person is more appropriate.
- Teams take time to develop and maintain, which requires time and energy resources to develop and maintain team than the task.
- Organisations don't provide suitable environment for the teams to flourish.
- Social Loafing: This is the tendency for individuals to perform at a lower level when working in groups than when alone.

### **Check Your Progress**

**Note:** (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit

8. Mention the stages of team building

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9. Enumerate different types of team building.

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## **2.16 LET US SUM UP**

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A human being is a social creature and his/her life is greatly influenced by the group in which he/she is living. We can not think of ourselves living without a group. If any

individual separates from the group, he/she has no existence in the society. Right from his/her birth an individual becomes member of any group. In due course, human being exhibit some characteristic behavioural patterns in groups. People involve themselves in a group because they wanted to get benefit from the group, and doing practical exercises which help him/her to better understand other's behaviour in a group and know the group dynamics in the society .

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## **2.17 UNIT END ACTIVITIES**

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1. You are working in a school organisation . Write down the different groups in which you are a member and classify groups.

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## **2.18 REFERENCES**

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## **2.19 ANSWER TO CHECK YOUR PROGRESS**

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1. A group refers to the association of two or more persons interacting among themselves for the achievement of common goals. According to Edgar H. Schien - "A Group may be defined as a social phenomenon in which two or more persons decide to interact with one another, share common ideology and perceive themselves as a group."
2. Group dynamics is the study of groups, and also a general term for group process. A group is of two or more individuals who are connected to each other by social relationship because they interact and influence each other.
3. Reasons or factors are:
  - Psychological Factors
  - Social factors
  - Security factors
  - Economic factors



- Cultural factors
  - Power factors
  - Status and Recognition factors
4. Formal groups are established by the organisation and have a public identity and goal to achieve while informal groups emerge on the basis of common interests, proximity and friendships. There are different types of formal groups in an organisation: (a) Command Group, (b) The Committees, and (c) The Team.

And Informal groups are – Friendship, Interest and Cliques groups.

5. A primary group is defined as an entity in which members have close face-to-face interactions, interdependence and a sense of identification with the entity. In primary group, members have an additional feature of same values, interests, etc. and members are loyal to the group. On the other way secondary group is a large entity and is made of several related primary groups. It tends to be impersonal. A school organisation is an example of a secondary group as it has various primary groups – groups of teachers, librarians, etc.
6. Theories of group formation are :
- a) Homan's Theory
  - b) Theory of Balance
  - c) Exchange Theory
7. (a) It's members should be active participants in the group activities.  
(b) Members of a group share a common goal.  
(c) Members have high group loyalty.
8. (a) Identification of a problem  
(b) Collection of relevant data  
(c) Data feedback and confrontation  
(d) Problem solving experience  
(e) On-the-job application & follow up
9. (a) Role Definition  
(b) Inter-personal Process  
(c) Goal Setting  
(d) Problem Solving

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## UNIT 3 MOTIVATION : CONCEPT NEED AND IMPORTANCE

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### Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Motivation : Concept, Need and Importance
- 3.4 Categories of Motives
  - 3.4.1 Physiological Motives
  - 3.4.2 Socio-Psychological Motives
  - 3.4.3 General Motives
- 3.5 The Need Drive Goal Cycle
  - 3.5.1 Need
  - 3.5.2 Drive
  - 3.5.3 Goal
- 3.6 Theories of Motivation
  - 3.6.1 Content Theory
  - 3.6.2 Process Theory
- 3.7 Implication for Management
- 3.8 Let Us Sum Up
- 3.9 Unit End Activities
- 3.10 References
- 3.11 Answer to Check Your Progress

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### 3.1 INTRODUCTION

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#### Case I

*Jatin and Abhoy are two friends as well as colleagues. They are working as science teachers in a secondary school. In the annual day function, as alumni of their college, both decided to perform 'go as you like' activities. Both wanted to give their best performance, and opted for clay statue roles. They wanted it to be an excellent and memorable day for everyone, their alumni colleagues, teachers, principal and students of the college. Both have been busy in the preparation and rehearsals for the final performance on the stage as they were the known artists and wanted to put up an excellent performance.*

#### Case II

*Mr. Gupta, a senior teacher got the appointment letter for the post of Principal in the school. Everybody came and congratulated him and wanted to felicitate him. They invited him for dinner along with his family members. The restaurant selected was some 20 kms away from the school. Mr. Gupta on hearing the name of the venue felt very excited as it was one of the best known restaurants in the city and the owner himself was a former student of the school. All teachers were also excited for the party as well as to meet the owner and the school alumni.*



*A newly married couple wanted to have McDonald Pizza, and the nearest restaurant was some 30 kms away from their residence. But in order to have it they drove the distance by a bike braving winter and cold in the night.*

*There are some questions that arise in our minds as we read these cases:*

- *Why did each one of them act in ways they did?*
- *Why were Jatin and Abhoy eager to perform in the annual day?*
- *Why was Mr. Gupta so excited about the dinner invitation, and*
- *What made the couple to brave the cold winter night on bike to the nearest McDonalds?*

We can clearly see that the common denominator in all the three cases was their eagerness and desire for what they did. The desire to perform is what we call motivation.

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### 3.2 OBJECTIVES

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After going through the unit you would be able to:

- describe the concept, need and importance of motivation.
- describe the theories of motivation and discuss their implications.
- aware of the various strategies in motivating and managing employees, teachers and students.
- appreciate the need and importance of motivation in management of educational institutions.

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### 3.3 MOTIVATION : CONCEPT, NEED AND IMPORTANCE

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The term 'motivation' is derived from the Latin word 'movere' which means 'to move'. We all know about the motive power or an automotive (self – moving) vehicle. The mechanism of motivation can be regarded as a movement towards a desire object.

The term motivation refers to a logical scientific construct. In its usual meaning it is not an entity, object or thing, such as a living cell or a piece of bread. It possesses no immediate sensory testimony. It is a hypothetical process, the functioning of which is inferred from observations of the behaviour of human beings. Motivation is a concept like gravity or intelligence. One never sees any gravity or intelligence, one infers them. Thus, motivation is defined as a hypothetical process inferred from certain changes in responses taking place as a consequence of certain changes in the stimulus conditions.

Motivation involves forces which mobilise activities of the individual and channelise them in those directions which help in accomplishing goals. For example, *Miss Pandey bought a new motorcycle inspite of not knowing how to drive. Next morning she called her friend who has been driving a bike for several years. She was very much eager to ride the bike, but kept repeatedly falling off everytime she practised. She continued and after several attempts and sheer*

determination, she learned to ride it. It is clear that, when an individual is motivated he/she possesses latent energy or force which is potentially available for an efficient effort. This latent energy or force or drive or need is nothing but motivation.

In an education institutional setting, direction relates to the job of management that is performed by the effective application of incentive schemes. Example: for example we reward someone for his/her good activities, and provide bonus for exceptional performances. One may come across individuals who are not performing effectively in their positions. Here, it may not be a case of the individuals lacking in motivation. They possess the motivation but have not been appropriately stimulated or have assigned low priority to those of extraneous group and situations.

As Hodge and Johnson observe, **motivation in organisational settings refers to the willingness of an individual to react to organisational requirements in the short run. The more positive is the motivation of an individual towards the institution, the more is the likelihood that he will perform effectively..**

### 3.4 CATEGORIES OF MOTIVES

Motivation could be divided into three categories:

The psychological feature that arouses an organism to action toward a desired goal; the reason for the action, that which given purpose and direction to behaviour; example: we did not understand his motivation; he acted with the best of motives.

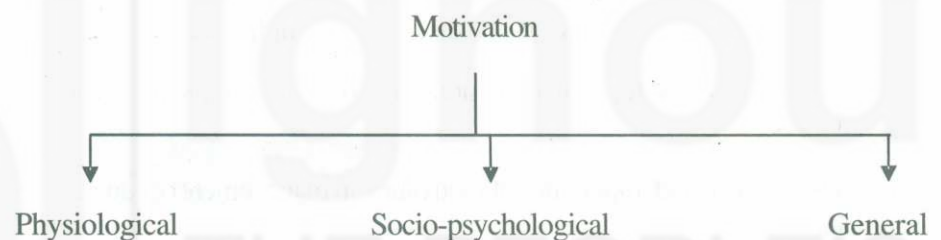


Fig.3.1: Categories of motivation

#### 3.4.1 Physiological Motives

Physiological motives are also known primary motives. For example : children rush for meals to the dining hall during lunch break . The physiological motives may be divided into specific categories. For example : hunger, pain, thrust and so on.

The individual must satisfy these minimum physiological requirements before he/she can engage him/her self in other activities. **There are two features of these motives:-**

- I. They are universal, that is, they exist in all human beings irrespective of their divergent social cultural and physical settings.
- II. The behaviour patterns related to motives are largely unlearned or innate. These behavioural patterns appear either immediately after birth or at different periods of life, following maturation of the neuro-physiological mechanism. The physiological motives accepted by psychologists include hunger, thirst, sex, pain avoidance and sleep.

#### 3.4.2 Socio-Psychological motives

Socio-psychological motives are called secondary motives or drive motives . Socio-psychological motives may not be as immediate or physical, yet they influence behaviour at an early stage. Socio-psychological motives include acquisitiveness,



security, status, autonomy, affiliation, achievement, dependence, aggression, power and nurturance. These motives are neither inborn nor are they directly related to one's survival. These motives originate from the training which he/she requires from different social organisation to which he/she belongs. For example- family or clubs.

### 3.4.3 General Motives

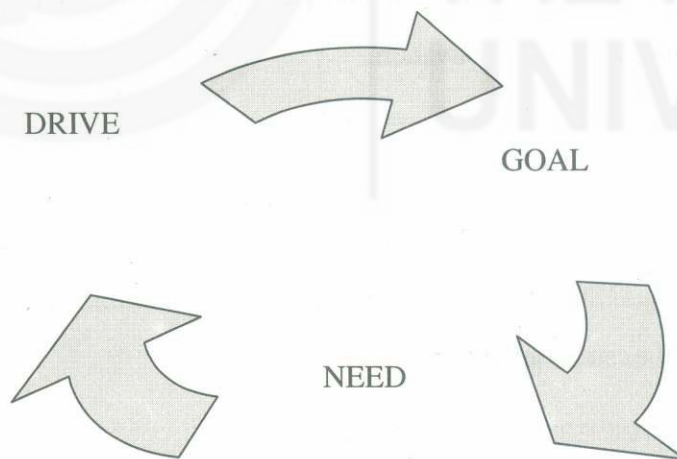
This is an intermediate category of motives between the physiological and socio-psychological. The motives in this category are unlearned but not physiologically based. In this category one may find all other motives which can not be classified as physiological or socio-psychological, like competence, manipulation, and so on.

## 3.5 THE NEED DRIVE GOAL CYCLE

### Case: IV

*Mr. Singh lecturer, is a hardworking, dedicated, interesting and creative person. Along with him Mr. Gupta also a lecturer and equally good at his work. There is no opportunity for the Director/principal of the institution about their work, on them. They never gives any opportunities for any mistake or fault. From the past few month it has been observed that Mr. Singh loses his interest in the job and wants to change the job and the work place. Whereas Mr. Gupta is enthusiastic as well as enjoying to work in the same organisation. Now the question is why do you think Mr. Singh intends leave the job?*

Motivation consists of the motivators which energise, activate, move, direct and channel an individual's behaviour towards certain goals. Actually the factors which motivate individual is motivator. Example- Achievement, Recognition, Responsibility, the Nature of the work and personal advancement. Motivation depends on the strength of the motivators. Motivation can thus be understood by studying the meaning of three interacting and interdependent elements need, drive and goal is essential in order to understand the 'motivation' correctly or appropriately



**Fig. 3.2: Interdependent cycle of motivation**

### 3.5.1 Need

A need is a state of deficiency. It results from a state of Physiological or Psychological imbalance, e.g. need of hunger arises when one is deprived of food.

### 3.5.2 Drive

Differ from need on that it is with direction. It is action oriented and provides the thrust for need fulfilment. The need for food becomes the hunger drive.

### 3.5.3 Goal

Goal is the end of the motivation cycle. It sets right the physiological or psychological imbalance by satisfying the need. Eating food will restore the balance and reduce the drive. Hence, it is the goal.

To understand motivation, we need to understand exactly where each person is, what is his (or her) personal aspiration. Unless we understand what motivates people, we will not be in a position to support them channel their behaviour towards achieving organisational goal.

A Principal or an educational manager can not do or impose any kind of assignment without knowing what motivates people. The building of motivating factor's into an institutional roles, the staffing of these roles, and the entire process of leading people must be built on a knowledge of motivation. When we emphasize the importance of knowing and taking advantage of motivating factors, we are not trying to best managers/principals on the role of amateur psychiatrists. The principal's job is not to manipulate people but rather to recognise what motivate people. In the educational context, teachers, staff and students are 'people'.

The educational manager/principal has the key task to get the staff to contribute activities that help to achieve the mission and goals of an institution or of any departmental or other organised unit within it. Hence it is clear that manager or principal to guide people's/staff's activities in desired directions, requires knowing to the best of any principal or head of the institution's availability. What leads people to do things, or what motives them? Answer to these questions are embedded in these theories. They could help the institutional head to know his/her staff's motives. Let's go through these theories.

#### Check Your Progress

**Note:** (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit

1. Define the concept of motivation.

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2. Mention the categories of motivation.

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### 3.6 THEORIES OF MOTIVATION

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The theories of motivation can be grouped under two different categories; **Content** theories and **Process** theories. Even though there are different motivational theories, none of them are universally accepted. The content theory of motivation mainly focus on the internal factors that energise and direct human behaviour **Maslow's**



hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory (Herzberg's dual factors theory), and McClelland's needs, and so on.

Motivation: Concept, Need and Importance

Similarly, **Process theory** is another types of motivation theory. **Process** theories of motivation provide an opportunity to understand thought processes that influence behaviour. Process theories of motivation includes : **Adam's Equity theory**, **Vroom's Expectancy theory**, **Goal-setting theory** and **Reinforcement theory**.

Let us discuss the motivation theories in details:-

### 3.6.1 Content Theories

#### Maslow's Theory

Maslow's Hierarchical concept of human needs is based on the view of prepotency of needs. He arranges human needs on a hierarchy. The most prepotent are those at the lowest end. Fig:- 3.3 depicts the hierarchy of needs in terms of their strength. The needs on the scale from the lowest to the highest order include physiological, safety, social, esteem and the need for self-actualisation. Once the lowest physiological need for food and water, sleep, health, body needs, exercise, rest and sex are satiated, they cease to be the motivators of human behaviour. The individual then tends to satisfy his/her successive higher levels of needs, which are arranged in order of prepotency.



Fig.: 3.3: Maslow hierarchy of needs

1. **Physiological Needs:** These are the basic needs for sustaining human life itself, such as food, water, warmth, shelter and sleep. Maslow took the position that until these needs are satisfied to the degree necessary to maintain life, other needs will not motivate people.
2. **Security or Safety Needs:** These are the needs to be free of physical danger and the fear of loss of job, property, food, or shelter.
3. **Affiliation or Acceptance Needs:** Since we are social beings we need to belong and be accepted by others.
4. **Esteem Needs:** According to Maslow, once people are able to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige, status and self confidence.

5. **Need for Self Actualisation:** Maslow regards this as the highest need in his hierarchy. It is the desire to become what one is capable of becoming to maximize one's potential and to accomplish something.

### Alderfer's ERG Theory

As a refinement of Maslow's theory Alderfer proposed a hierarchy of three core needs.

- Growth needs (development of competence and realisation of potential)
- Relatedness needs (satisfactory relations with others)
- Existence needs (physical well being)

This is very similar to Maslow's theory, but collapsed into three tiers. But may be a bit more rational. For example, sex does not appear in the bottom category as it is in Maslow's model, since it is not crucial to (the individual's) existence.

Alderfer believed that as you start satisfying higher needs, they become more intense (e.g. the more power you get the more you want power). It is like an addiction.

### McClelland's Theory

David C McClelland has contributed to the understanding of motivation by identifying three types of basic motivating needs. He categorized them as :

- Need for power
- Need for affiliation
- Need for achievement

Let us discuss all these in a brief way.

**The Need for Power:** McClelland and other researchers have found that people with a high need for power have great careers for exercising influence and control. Such individuals generally are seeking positions of leadership; they are frequently good conversationists, though often argumentative; they are forceful, outspoken, hardheaded and demanding and they enjoy teaching and public speaking.

**The Need for Affiliation:** People with a high need for affiliation usually derive pleasure from being loved and tend to avoid the pain of being rejected by a social group. As individuals they are likely to be concerned with maintaining pleasant social relationships, to enjoy a sense of intimacy and understanding, to be ready to counsel and help others in trouble and to enjoy friendly interaction with others.

**The Need for Achievement:** People with a high achievement need have intense desire for success and equally intense fear of failure. They want to be challenged, set moderately difficult (but not impossible) goals for themselves, and take a realistic approach to risk; they are not likely to be gamblers but rather, prefer to analyze and assess problems, assume personal responsibility for getting a job done; like specific and prompt feedback on how they are doing tend to be restless, like to work long hours, do not worry unduly about failure if it does occur, and tend to like to run their own show.

McClelland's theory implies that managers/principals with high achievement motivation may set high standards of performance for themselves and their subordinates, and are likely to be improvement oriented and innovation-minded in their positions.



**Note:** (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit

3. Mention the various needs describe by Maslow in the hierarchical order.

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4. Mention the three types of basic motivating needs given by McClelland's.

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### Herzberg's Theory

There are two factors that affect motivation and they do it in different ways, says Herzberg. They are :

**Hygiene factors:** These are factors whose absence motivates, but whose presence has no perceived effect. They are things that when you take them away, people become dissatisfied and act to get them back. A very good example is the decent working conditions, security pay benefits (like health insurance) company policies, and healthy interpersonal relationships. One of the recommendations of 6<sup>th</sup> pay commission report of the Government of India that enhanced the duration of maternity leave from 135 to 180 days is an example. Similarly extending medical and health facilities in private hospitals to employees of public sector organisation is another example.

**Motivators:** These are factors whose presence motivates. Their absence does not cause any particular dissatisfaction; it just fails to motivate. Examples are one's intellectual curiosity and fulfilment, creativity, aesthetic appreciation etc. So, hygiene factors determine dissatisfaction, and motivators determine satisfaction. The two scales are independent and you can be high on both.

### 3.6.2 Process Theory

Process theories explain how workers select behavioural actions to meet their needs and determines their choices. The following theories offer advice and insight on how people actually make choices to work hard or not work hard, based on their individual performances, the available rewards and the possible work outcomes.

#### Equity theory

Equity theory, which refers to the individual's subjective judgement about the equity or fairness of the reward they got in relationship to the input (which include many factors such as effort, experience, education and so on). The essential aspects of the equity theory may be shown as follows:

$$\frac{\text{Outcomes by a person}}{\text{Inputs by a person}} = \frac{\text{Outcomes by another person}}{\text{Input by another person}}$$

There should be a balance of the outcomes/inputs relationship for one person in comparison with another person. If people feel they are inadequately rewarded, they may be dissatisfied, reduce the quantity of output or leave the organisation/institution.

If people perceive the rewards as equitable, they probably will continue at the same level of output. If people think that the rewards are greater than what is considered equitable, they may work harder. It is also possible that some may discount the reward.

According to the equity theory based on the work of J. Stacy Adams, worker compare the reward potential to the effort they must expend. Equality exists when workers perceive that rewards equal efforts



Fig. 3.4: The Equity Theory

One of the problems or limitations of this theory is that people may overestimate their own contributions and the rewards others receive.

Certain inequities may be tolerated for some time by employees. But the prolonged feelings of inequity may result in strong reaction to an apparently minor occurrence. *For example: Rahim being reprimanded for being a few minutes late may get angry and decide to quit the job, not so much because of the reprimand but because of long-standing feelings that the rewards for this person's contributions are inequitable in comparison with others. In another case, Raju may be very satisfied with a daily wages Rs 200 until he or she find out that Amarpeet, his friend doing similar work gets 200 more.*

**The equity theory makes a good point:** People behave according to their perceptions. What a manager thinks is irrelevant to an employee because the real issue is the way an employee perceives his/her situation. Rewards perceived as equitable should have positive results on job satisfaction and performance; those rewards perceived as inequitable may create job dissatisfaction and cause performance problems.

Every manager/principal needs to ensure that any negative consequences from equity comparisons are avoided, or at least minimised, when rewards are allocated. Informed manager/principal anticipates negative inequities when especially visible rewards, such as pay increases or promotions are allocated. Instead of letting equity concern gets out of hand, these managers/principals carefully communicate the



intended values of rewards beings given, clarify the performance appraisal upon which these rewards are based and suggest appropriate comparison points.

### **Expectancy Theory**

One of the most widely accepted explanation of motivation is given by Victor Vroom, the '**expectancy theory**'. This theory says that an employee will be motivated to exert a high level of effort when he / she believes that:

- a) Effort will lead to a good performance appraisal.
- b) A good appraisal will lead to organisational rewards.
- c) The organisational rewards will satisfy his / her personal goals.

The key to the expectancy theory is an understanding of an individual's goals and the relationship between effort and performance, between performance and rewards, and finally, between the rewards and individual goal satisfaction. When an employee has a high level of expectancy and the rewards is attractive, motivation is usually high. *For example: Mr. Ravindran joined the institution and served it very dedicatedly from the last ten years. Considering his sincerity, dedication and tireless efforts for the institutional growth the school management committee has decided to promote him as Headmaster. Similarly Ahmed joined as peon in this institution due to financial hardships and discontinued his studies. On the advise of the headmaster and financial assistance for studies on part-time or distance method, he enrolled and subsequently completed his graduation. The management as recognition of his efforts and dedication appointed him Office Assistant in the same school.*

Therefore, to motivate staff members and teachers, managers/principals must strengthen employees' participations of their efforts as much as possible. Clarify expectations of performances, tie rewards to performances and make sure that rewards are desirable.

### **Check Your Progress**

**Note:** (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit

5. Describe the concept of equity theory.

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6. Describe the concept of expectancy theory.

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## Reinforcement Theory

The reinforcement theory found is on E.L. Thorndike's law of effect. Basically reinforcement theory focuses on modifying an employees' on the job behaviour through the appropriate use of one of the following four techniques.

**Positive reinforcement** rewards desirable behaviour. Positive reinforcement such as a pay raise or promotion, is provided as a reward for positive behaviour with the intention of increasing the probability that the desired behaviour will be repeated.

**Avoidance** is an attempt to intentionally withhold reinforcement. If an employee does not engage in proper behaviour, he/she will not receive any recognition.

**Extinction** is basically ignoring the behaviour of a subordinate and not providing either positive or negative reinforcement. In classroom teachers often use this techniques when they ignore students who are "acting out" to get attention. This technique should only be used when the supervisor perceives the behaviour as temporary, not typical and not serious.

**Punishment** (threats, docking pay, suspension) is an attempt to decrease the likelihood of a behaviour recurring by applying negative consequences.

The reinforcement theory has the following implication for management.

- a. Learning what is acceptable to the organisation influences motivated behaviour.
- b. Principals/managers who are trying to motivate their employees should be sure to inform individuals what they are doing wrong and be careful not to reward all individuals at the same time.
- c. Educational Managers/principals must inform or direct or guide individuals what they can do to receive reinforcement.
- d. Educational Managers/principals must be sure to administer the reinforcement as closely as possible to the occurrence of the behaviour.
- e. Managers/principals must recognise that failure to reward can also modify behaviour. Employees who believe that they deserve a reward and do not receive it will often become disenchanted with both their managers/principals and company or institutions.

*We present an example: A school teacher who only believes in using lecture method as the only possible method of teaching could be motivated to use more interactive and participatory teaching method by linking it to some incentive or reward. The school may create this incentive-linked scheme so that all teachers who have at least two concepts taught through the activity method, will qualify for additional performance credits. Initially the teacher may be motivated to do this only for the credits. Once the teacher begins to see these benefits, the activity method itself may become rewarding for the teacher. Rewards/incentives need not be always monetary. A leave for a day for library reading, attending a seminar, study visit to some place could also be useful incentives.*

## Goal setting Theory

The introduction of goal setting theory proposed by Edwin Locke, intended to work towards a goal, is a major source of work motivation. Goals as core concept, tell employees what needs to be done and how much effort should be extended. In general, the more difficult the goal, the higher level of performance is expected.



Managers/principals can set the goals for their teachers, students, and employees or they can develop goals together. One advantage of employees participating in goal setting is that they may be more likely to work towards a goal they selected.

No matter who sets the goal, however, employees do better when they get feedback on their contribution to the goals performance. Some necessary factors in this regard are :

- The employee must be committed to the goal .
- The employee must believe that he/she is capable of performing the task.
- Tasks involved in achieving the goals should be simple, familiar and independent.
- The goal setting theory is culture bound.

If the goal-setting theory is followed, manager needs to work with their employees in determining goals in order to provide direction for motivation. In addition, the goals that are established should be specific rather than general in nature and managers/principals must provide feedback on performance.

Motivation factors definitely do not exist in a vacuum. Even individual desires and drives are conditioned by physiological needs or by needs arising from a person's background.

In simple terms the theme of our discussion on motivation is that the manager/principal needs to be actively involved. If motivation is to be energized, sustained and directed manager/principal must know about needs, intentions, preferences, goals, and comparison.

### **Check Your Progress**

**Note:** (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit

7. Mention four techniques of reinforcement theory.

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8. Mention any two implications of reinforcement theory on educational management.

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### **3.7 IMPLICATION FOR EDUCATIONAL MANAGEMENT**

*Mr. Deshmukh, the Managing Director of a Technical Institution, came to meet his friend Mr. Bhat who is the Principal of the other Technical Institution. In their conversation, Mr. Deshmukh asked his friend if he ever thought why his*

*staff members worked for him. And why they choose to stay on with the institution.*

If you want to increase the status of your institution, you have to simply identify your staff's motivational needs and make efforts to fulfil them.

Motivational needs simply mean what your employees need, to help them, do their work and how important their needs. *For example: Jasmine, an office assistant in a national institute may feel that she deserves recognition from her Principal as she has been managing the entire administrative work single handedly for the last several years without complaining.* Once her contribution is acknowledged by the principal in the teachers meeting, her motivational need is fulfilled. An employee may have many motivational needs. As a principal your role and responsibility is to identify these needs and act to support them to satisfy them.

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### **3.8 LET US SUM UP**

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Motivation is a major determinant of productivity. It refers to such inner striving conditions as wishes, desires, motives and so on. There are three kinds of motives: Physiological, Socio-Psychological and General. Theories of motivation as classified in content, and process oriented theories. Actually motivation arises out of unfulfilled needs in people. The needs of each individual are different and depends on that person's background, experience, knowledge and long term aspirations in life. Awareness and implications of motivation and its theories is of importance to an educational manager/ head of the institution/ principal / headmaster/ director/ coordinator. The knowledge of motivation theories help one to understand what motivates or demotivates others as subordinate or team members. This may increase one's managerial capacity.

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### **3.9 UNIT END ACTIVITIES**

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1. What is motivation ? what are the various types of motivation? Explain the important conditions for motivation.
2. What are drivers or motives? What are the functions of motives?

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### **3.10 REFERENCES**

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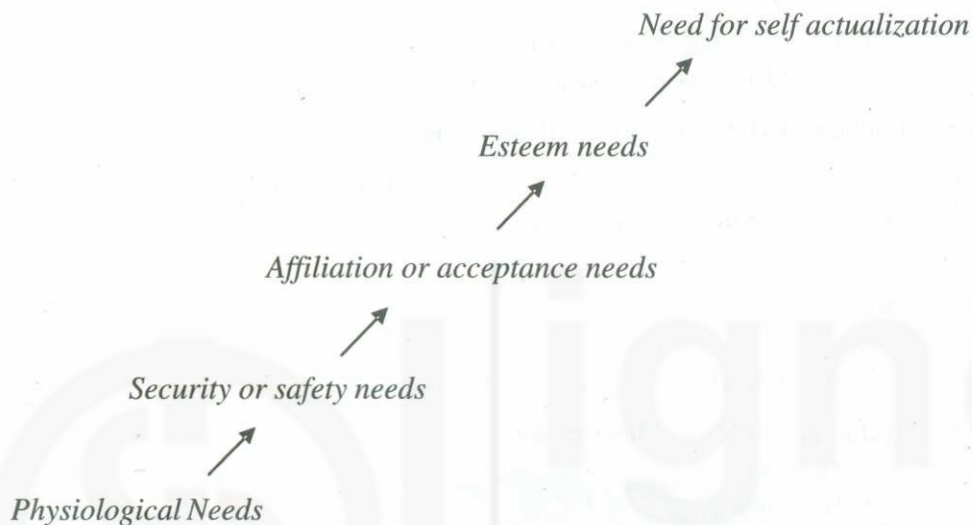
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### 3.11 ANSWERS TO CHECK YOUR PROGRESS

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1. Motivation is a set of reasons that determines one to engage in a particular behaviour. Motivation involves forces which mobilise activities of the individual and channelise them in those directions which help in accomplishing goals.
2. Motivation could be divided into three categories:  
(a) Physiological, (b) Socio-psychological and (c) General motives.
3. Maslow's the hierarchy theory :



4. According to McClelland's :
  - (a) Need for power
  - (b) Need for affiliation
  - (c) Need for achievement.
5. Equity theory refers to the individual's subjective judgement about the equity or fairness of the reward they got in relationship to the input. The belief is that people value fair treatment that causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organisation.
6. Expectancy theory says that employee will be motivated to exert a high level of effort when he/she believes that:
  - (a) will lead to a good performance appraisal
  - (b) will lead to organisational performance
  - (c) the organisational rewards will satisfy his/her personal goals.
7.
  - (a) Positive Reinforcement
  - (b) Avoidance
  - (c) Extinction
  - (d) Punishment
4.
  - (i) Learning that is acceptable to the organisation influences motivated behaviour.
  - (ii) The employee must be committed to the goal.

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## UNIT 4 SELF MANAGEMENT VIS-A-VIS EDUCATIONAL MANAGEMENT

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### Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Self Management
  - 4.3.1 Reflection
  - 4.3.2 Self Awareness
  - 4.3.3 Planning and Monitoring
  - 4.3.4 Time Management
  - 4.3.5 Self-appraisal
- 4.4 Why is Self-Management Important?
  - 4.4.1 Self-Management Techniques
- 4.5 Implications for Educational Management
- 4.6 Social Skills( Given by UNESCO, UNICEF and WHO)
  - 4.6.1 Social skills and self development
  - 4.6.2 Steps to Follow in Teaching Social Skills
- 4.7 Stress Management
  - 4.7.1 Transactional Model
  - 4.7.2 Health Realization/Innate Health Model
- 4.8 Techniques of Stress Management
  - 4.8.1 Meditation
  - 4.8.2 Deep Breathing
- 4.9 Let us Sum Up
- 4.10 Unit End Activities
- 4.11 References
- 4.12 Answers to Check Your Progress

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### 4.1 INTRODUCTION

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We aspire success in all what we do. It could be passing of an examination with laurels, winning in sports and games, in debates and other competitions. Similarly in our career life also we expect professional growth and career promotions simultaneously. It has been commonly observed that some people manage their personal, social and professional life very effectively while others are not able to manage them inspite of time and resources being on their side.

Lets go through the case of Mr. Mathur. He is a very popular maths teacher in a senior secondary school. All his students have secured distinctions in maths during his tenure and he was appointed Principal of the very same School last year. Suddenly he was found tense, confused and even not able to guide his students. As principal, he was found to be a different person. The question is-

- How could a person changes as the responsibilities change?
- What may be the reasons behind the transformation?

There are many situations we face in life and career and we manage some successfully while we fail in some others miserably. This forces us to find out the possible reasons



for it. One of the common suggestions could be to introspect on one's strengths and weaknesses, and try to work on strengthening one's positive aspects and decreasing the negative ones.

Therefore, a unit in this course and the block is devoted to self management. We all know that a manager's success is directly linked to his/her managerial acumen which is dependent on self-management. A self managed educational manager manages the institution efficiently on one hand and also acts as a role model for his/her students, teachers and staff on the other. The present unit focuses on self management. If a person fails to manage himself/herself, his/her managerial acumen may not be perfect. It explains the importance of social skills in managing self as well as others. In this context social and life skills listed by UNESCO, WHO and UNICEF are described and their relationship to management of the self and organisation is explained. In an education context, self-management is very crucial because we are dealing with human beings that are our future leaders.

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## 4.2 OBJECTIVES

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After going through this unit, you would be able to:

- describe the concept, importance and need of self management
- enumerate the social and life skills
- discuss the relationship between social and life skills with self management
- discuss the relationship between self management and management of persons, and
- appreciate the implications of self management on educational management.

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## 4.3 SELF MANAGEMENT

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Self-Management is the ability to manage your personal reactions to responsibilities and challenges in work and life. This involves managing your time and adapting to changing situations. It requires you to reflect on your experiences and their effect on your physical and mental state.

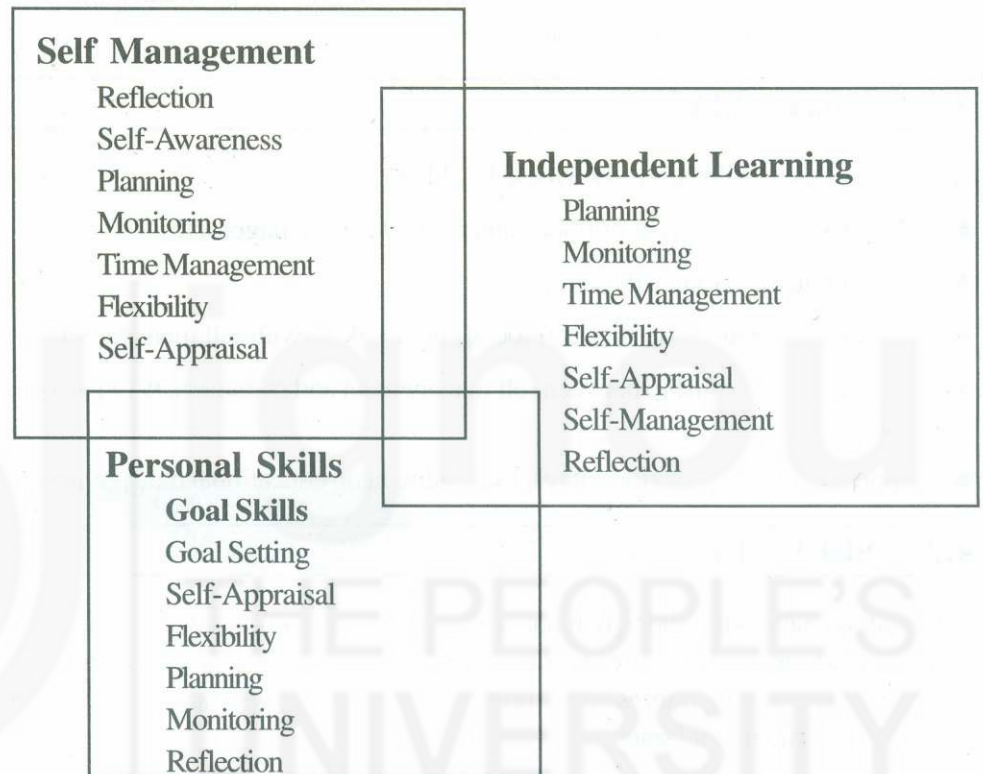
Lets think about the qualities one should have for better self management. Some of them have been listed here. You are invited to add to the given list:

- Time management
- Prioritise activities and tasks
- Have confidence in self
- Accept challenges
- Ready to experiment
- Ability to take decision
- Ability to negotiate
- Ability to accept constructive criticism
- Be democratic in action and decision
- Accept change as an integral part of life
- Adapt to innovations
- .....
- .....
- .....

You may like to add many more points here. While going through the list, you may realise the abilities and actions one demands from an individual for effective self management are nothing but the number of skills. These skills are called personal skills (Figure 4.1). Generally personal skills can be classified under three heads:

The skills required by an individual for self management are known as background skills. The background skills are

- Reflection
- Self Awareness,
- Planning and Monitoring,
- Time Management, Flexibility and
- Self-Appraisal.



**Fig. 4.1: Personal Skills**

#### **4.3.1 Reflection**

- Contemplating on past experiences to consider their consequences (for example, on your state of mind, your emotions and feelings, your relationships with others, your behaviour or your plans for the future).
- Being aware of your own motivations, needs and desires. Thinking about how you respond to people and situations, and about how your actions are perceived by others.
- Learning from this process of contemplation and awareness, for example, through identifying ways to change negative behaviour, feelings or attitudes, or by creating new strategies towards achieving a goal.

#### **4.3.2 Self-awareness**

- The perception of your skills, knowledge, responsibilities and value, both professionally and personally.
- Being able to acknowledge your talents and feel confident about yourself and what you can do (including the ability to improve on and gain new talents and skills).



### 4.3.3 Planning and Monitoring

- Developing a detailed, realistic strategy to solve a problem or reach a goal.
- Anticipating problems or constraints, regularly reviewing and adjusting plans to accommodate changes in your situation and priorities.
- Assessing the success of a strategy in reaching the original goal, within the set time frame, resource and budget allocations.

### 4.3.4 Time Management

- Identifying the different demands on your available time, setting priorities, and scheduling your time according to your goals, responsibilities and needs - including the need for relaxation, reflection and a social life (for example, maintaining a diary, using a planner to schedule obligations and keep track of appointments and commitments).
- Being aware of your personal time preferences and using these to your advantage to maximise effectiveness and minimise stress (for example, you may be a morning person who thinks more clearly just after sunrise - use this time wisely).

### 4.3.5 Self Appraisal

- Objectively analysing your own situation, skills and qualities, recognising your strengths and weaknesses, and acknowledging areas for improvement (such as objectively describing your strengths and weaknesses at the beginning of a school academic year planning sessions, so that you and your teachers can identify areas for you to develop and distribute work responsibilities as per one's strengths and limitations, availability of time and efficiency).
- Reflecting on and accurately judging your efforts and progress (for example, if you have a setback along the way, making an effort not to let it get you down, but rather acknowledging how much progress you have made to that point).
- Identifying areas of your life where you would like to increase your knowledge or skills, and setting goals to meet those aims (for example, if you don't understand how to use the university library to research an assignment topic, you might set this as a personal learning goal - and in so doing, you would gain skills valuable for the rest of your studies and life beyond university.)

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## 4.4 WHY IS SELF-MANAGEMENT IMPORTANT?

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This is a question that would naturally arise in your mind. In every walk of life the essence of self management is very crucial. This is important to succeed in one's career and in life. There are various techniques that could help an individual to manage him/herself better. One has to exercise the(se) technique(s) regularly. Regular self feedback helps an individual to identify the technique(s) appropriate for a situation as well as for him/her.

Self-management techniques help individuals to be successful in his/her life. Here is an example: *Rehman a class X student could not pass maths examination in the Board Examination even after appearing for the last three times. It was not because the syllabus was difficult but because he was a math-phobic and not practicing it at all inspite of having tuition continuously.*

You can avoid this dilemma by being organised and maintaining a healthy balance in all areas of your life. The techniques of self-management will help you curtail stress and stay motivated in your studies. Let us go through such techniques:

#### 4.4.1 Self-management techniques

Some of the practical techniques you can adopt are to:

- learn to cope with stress (see a counsellor for assistance if needed);
- develop your self esteem and personal confidence;
- develop effective strategies to cope with conflicts;
- develop a positive attitude to study;
- be patient – learning and academic skills develop gradually;
- reappraise your situation regularly and make the adjustments required to succeed;
- learn from feedback to prevent repeating your mistakes;
- maintain a healthy life style;
- reward yourself with time off from study (in moderation); and
- learn to manage your time better.

**Note :** a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. What is self management ?

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2. Why self management is important?

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#### 4.5 IMPLICATIONS FOR EDUCATIONAL MANAGEMENT

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Life is not a smoothly run always . There are ups and downs in every step in our life and stress is a part of our life. It seems that some amount of stress is necessary to prepare us towards our goal. In an educational institution every individual has certain amount of stress. Some stress may be necessary, for you to finish a project. Without the stress of competition, you may feel there is no need to improve. Without stress, you may go easy with your work and not accomplish your goals. In other words, the zeal of work may not be found.

You might be able to just manage yourself to complete your work and other responsibilities well. Now you have been entrusted with another responsibilities at the workplace, it is natural that you have some extra amount of stress which has to



be managed by you. If you are able to cope well with this stress level also, then it is not a point of worry. One has to manage the stress to make sure that there is just enough stress to motivate you toward your goal. We are unique individuals and have the rational capacity to judge what is the level of stress we can handle. Therefore no single level of stress is optimal for every person. Each person can tolerate different amount of stress before experiencing stress symptoms. The common stress symptoms are:

- Falling hair
- Anxiety attack
- Irritated bowel disorder
- Headache
- Loss of appetite
- Increase in appetite and so on.

When you experience any of the stress symptoms, it is an indication that you have gone beyond your optimal stress level you can cope up.

### Case I

*Rohit, a young adult, has five very good friends. All are studying in the same college. All of them are very active. But among them, Rohit, is more active and manages all the tasks/assignments in the given time period. He is working part-time in a bookstall before coming to the college. At the sametime he also takes part in co-curricular activities in the college, like the N.S.S, annual day function, sports day celebration, attending seminars and giving competitive exams. He completes his work in comparison with his friends on time and effectively. On the other side, his friends do not complete and not doing and submit their assignments properly and timely. They get stressed about how to complete the college assignments. One of the reason for this could be that they are not goal driven and lack self management skills. Because they are not prepared how to manage time and themselves they are not on target.*

### Case II

*Mr. Ghosh is the principal of a Management Institute. He always tries to maintain cordial relations with all the faculties. He also has good relations with his office staff and if anyone faces any problem they came to his room. But in this institution there is a Managing Director, Mr. Das. He is the boss and his word is the last. But when he himself faces problems gets helpless and is unable to take quick decisions. At the same time he does not consult with his colleagues.*

When you experience any of the stress symptoms, it is an indication that either you have to hone your personal skills further for better self management or have to practice stress management techniques to cope with the stress level.

Here are some ways that you may try to manage your stress more effectively:

- Try to identify the source of your stress. You must be aware of your emotional and physical reactions to the source of stress. Try to identify when the stress begins, what triggers it, and how your body and mind react to it.
- Once you have identified the source of your stress, determine if you can avoid

it. Is there anything you can do to reduce the intensity of your stress level? Can some changes be made to improve the situation? Determine what you can and cannot change.

- Try to reduce the intensity of your reaction to the situation that cause you stress. Are you overreacting? Are you exaggerating the importance of the situation, making it seems larger than it really is? Are you overestimating the importance of the stressful situation, and underestimating your own power to handle it? You need to reevaluate the whole situation. Look at it from different angles. Things are never as bad as you imagined them to be.
- Take good care of your physical health. The stronger the body, the more stress it can handle. Eat a well-balanced diet, exercise, and get enough sleep. Take a break whenever you feel overwhelmed. Meditation for 15 minutes per day can help reduce your stress level
- Take good care of your emotional health. Develop some mutually supportive friendships/relationships. People tend to manage stress more successfully with the support of good friends and family. Love and be kind to yourself.

You do have the ability to handle what life throws at you. Just remember to lighten up and enjoy the beauty of life.

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## **4.6 SOCIAL SKILLS**

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Social skills are a group of skills which people need to interact and communicate with others. These are the life-lines for a happy and effective personal and work life. The process of learning these skills is called socialization.

### **4.6.1 Social Skills and Self Development**

Social skills training is a general term for instruction conducted in (behavioural) areas that promotes more productive/positive interaction with others. We teach social skills to students who are (at present) socially unskilled in order to promote acceptance by teachers (and other adults) and peers. A social skills training program might include (among other things):

#### **Etiquette and positive interaction with others**

- approaching others in socially acceptable ways
- how to request for permission rather than acting impulsively
- how to make and keep friends
- sharing materials

#### **Appropriate classroom behaviour**

- work habits/academic survival skills
- listening
- attending to task
- following directions
- seeking attention properly
- accepting the consequences of one's behaviour



- counting to 10 before reacting
- distracting oneself to a pleasurable task
- using internal dialogue to cool oneself down and reflect upon the best course of action.

**Acceptable ways to resolve conflict with others**

- using words instead of physical contact
- learning and using ways for resolving conflicts.

**Case**

*Mr. Joseph, graduated from a renowned university with distinction, is very sharp and intelligent in his behaviour. He got a job as an administrative officer in a polytechnic. This is his first job. All staff members, teachers along with the Director welcomed him and extended all possible help for initial adjustment. A few days later as they got to know him better they found that he was not that much friendly and expressed inappropriate social behaviour. Gradually he started coming to work very late and got into arguments with seniors for any silly reasons. He behaved with others arrogantly. He started missing meetings called by the principal for taking some administrative and financial decision. Later on he also started to avoid meeting his colleagues. Others gradually stopped cooperating with him. Slowly he became isolated and went into depression. In this stage, he started thinking and pondering over what went wrong with him.*

In society, relational or social skills play an important role. Our interpersonal skills are important at home, in the neighborhood, and in the workplace.

Not everyone, however, is endowed with good social skills. If you happen to fall in this category, you are blessed and need not to worry. However, social skills can be developed with a little practice and they will go a long way in boosting your career.

Some of the basic practice exercises are given below:

**Practice taking instructions**

This is easier said than done. Most of us think we already know what the other person is trying to say. Secondly, we may be preoccupied with other thoughts when our boss is instructing us on how to go about a certain task. As a result, we may forget important details and make mistakes that could cost someone their job. Remember these points:

- Listen carefully for things said and implied.
- Clarify.
- Understand what has been told to you.
- Acknowledge that you have understood.
- Reconfirm instructions by quickly summarising what you have understood.

**Practice explaining a problem to your leader/manager/principal**

- Do you feel butterflies in your stomach the moment you encounter a problem and need to involve your head?

- Do you worry about others thinking that you are incompetent to handle it yourself?

These feelings are quite justified. However, you still need to explain the problem to your head. The secret lies in the term 'explain' and not 'complain'. To explain effectively, pay attention to:

- The volume of your voice and tone. It should not be too soft, loud or screechy.
- Be respectful.
- Know your emotions in keep them check. Be calm. You may be flustered by the problem.
- Remember to include all the facts about the problem.
- Offer a solution if you can.

### **Practice asking for help**

There are times at work when we are so overwhelmed by the things that need to be done that we get all worked up and stressed out. We still do not ask for help, for fear that we might be perceived as incompetent.

However, when you have a task at hand that must be completed and you know you cannot do it alone, you have to be humble enough to ask for help.

- Identify people at work who handle a particular task better than anyone else and request them to help you if they have the time. They may be happy to help. Also, remember:
- No man is an island. We need people and people need us.
- Two heads are better than one and, yes, four hands are better than two.
- It is nice to be important but it is more important to be caring. Help others; they, in turn, will help you.
- Be gracious when you accept or refuse help. This will enhance your chances of building a strong support system on which you can depend when you need help.

### **Practice accepting feedback**

It is natural for us to become defensive when we hear anything negative about ourselves. However, have you considered it might be just as difficult for the person giving the feedback to be candid?

Besides, it is possible for others to see things about you that you may not even be aware of.

- Appreciate the fact that someone has taken the risk of giving you feedback.
- Be open to new ideas and new ways of thinking.
- Don't take criticism personally because, even though it is about you, it is still the other person's perception; his/her views need not necessarily be the 'real' you.
- Feel free to accept or reject all or any part of the feedback without feeling obliged to explain your choice.



### Practice giving constructive criticism

The word criticism spells doom for some. It need not be that way. There are two types of criticisms — constructive and destructive. All of us have been at the receiving end of these types of criticism at some point in our lives.

It depends on what you are criticising in a person and the purpose of the criticism. If the objective of criticising is to demean and insult a person, it would be destructive criticism. Such criticism is best ignored.

Do remember, the situations that bring about the need to criticise can become sensitive and volatile. It is easy for the person criticising, as well as the recipient of the criticism, to overreact and start accusing each other.

Giving constructive criticism and seeing that it is well received is a fine art. Things to remember:

- Stay focused. Don't confuse the person with the problem.
- Keep tempers down.
- Use a suggestive approach rather than a dismissive one.
- Reiterate that the person is good but the problem could be handled differently.
- Be sincere, honest and caring while giving constructive criticism.
- Express your faith in the person and his/ her ability to successfully implement and reap the benefits of the suggestions given.

### Practice receiving compliments

Many of us are especially wary or shy when someone compliments us. Why? Do we think we don't deserve compliments? That we are not worthy of them? Or is it plain modesty? Whatever it is, it is time to get over it.

We need to understand that accepting compliments is not self-indulgence. So:

- Don't feel embarrassed and brush it off.
- Never counter it with something negative about yourself.
- Don't be arrogant; accept the compliment graciously.
- Smile and thank the person for the compliment. Express genuine happiness.

### Practice giving compliments

I have very often heard people saying, "She is excellent at her work but, if we tell her that, it might go to her head."

This may not always be the case. It depends on how one is complimented. There is a delicate line between flattery and genuinely complimenting someone.

If you keep these suggestions in mind, you can easily compliment someone without sounding fake:

- Use simple language. Smile and look into the person's eyes while complimenting him/ her. It sounds more genuine this way.
- Using flattery dialogues and a lot of actions could make it look like your aim is to flatter, not compliment.

- Modulate your voice to match the expression of admiration on your face.
- Don't laugh or giggle while complimenting someone. It could sound like you are being sarcastic.

Finally, remember a good social network will help you at work. You need social skills to find a job and to keep one. So, if social skills do not come easily to you, it will be well worth your time to pinpoint your weaknesses and work on them.

**There are a few social skills that are listed below:**

● **Commonly needed social skills.**

- Saying please and thank you
- Dealing better with anger and frustration
- Asking questions appropriately
- Accepting the consequences administered by the teacher
- Accepting responsibility for one's own (mis)behaviour
- Dealing with failures /frustration/making mistake/insults in an appropriate manner (without yelling or physical aggression)
- Initiating a conversation with others
- Accepting "No" for an answer
- Joining a group activity already in progress
- Following directions
- Making friends
- Complimenting others
- Understanding the feelings of others (and accepting them as valid/OK)
- Compromising on issues
- Cooperating with peers
- Coping with taunts and verbal/physical threats/aggression from others
- Seeking attention in an appropriate manner
- Waiting for one's turn

**Note :** a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

3. Mentioned any four techniques of self management.

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#### 4.6.2 Steps to Follow in Teaching Social Skills

We all have realized the importance and need for social skills in our lives. Similarly as a teacher, principal, college manager, director of an institution, awareness and use of appropriate social skills can make one a successful leader/manager/teacher or trainer. Similarly it is also important to teach or train our students or trainees about social skills and how to develop these skills. A few guidelines, for developing social skills among students, have been given below:

- Select the students who need training in certain skills (via assessment)
- Identify powerful reinforcers that will motivate the students to attend to lessons and attempt new behaviours.
- Identify and specifically define the target behaviours to be taught. Decide which behaviours are needed. Define them precisely so that everyone agrees on what is to be accomplished (...what the student will be able to do/show after instruction).
- Task analyze the target behaviour(s)

### 4.7 STRESS MANAGEMENT

**Stress management** encompasses techniques intended to equip a person with effective coping mechanisms for dealing with psychological stress, with stress defined as a person's physiological response to an internal or external stimulus that triggers the fight-or-flight response. Stress management is effective when a person utilizes strategies to cope with or alter stressful situations.

#### Models of stress management

##### 4.7.1 Transactional model

Stress results from an "imbalance between demands and resources" or occurs when "pressure exceeds one's perceived ability to cope". Stress management was developed and premised on the idea that stress is not a direct response to a stressor but rather on one's resources and ability to cope or mediate the stress response that are amenable to change. This shows that stress is controllable.

In order to develop an effective stress management programme it is first necessary to identify the factors that are central to a person controlling his/her stress, and to identify the intervention methods which effectively target these factors. Lazarus and Folkman's interpretation of stress focuses on the transaction between people and their external environment (known as the Transactional Model). The model conceptualizes stress as a result of how a stressor is appraised and how a person appraises his/her resources to cope with the stressor. The model breaks the stressor-stress link by proposing that if stressors are perceived as positive or challenging rather than a threat, and if the stressed person is confident that he/she possesses adequate rather than deficient coping strategies, stress may not necessarily follow

the presence of a potential stressor. The model proposes that stress can be reduced by helping stressed people change their perceptions of stressors, providing them with strategies to help them cope and improve their confidence in their ability to do so.

#### **4.7.2 Health Realization/Innate Health Model**

The health realization/innate health model of stress is also founded on the idea that stress does not necessarily follow the presence of a potential stressor. Instead of focusing on the individual's appraisal of so-called stressors in relation to his/her own coping skills (as the transactional model does), the health realization model focuses on the nature of thought, stating that it is ultimately a person's thought processes that determine the response to potentially stressful external circumstances. In this model, stress results from appraising oneself and one's circumstances through a mental filter of insecurity and negativity, whereas a feeling of well-being results from approaching the world with a "quiet mind," "inner wisdom," and "common sense".

This model proposes that helping stressed individuals understand the nature of thought—especially providing them with the ability to recognize when they are in the grip of insecure thinking, disengage from it, and access natural positive feelings—will reduce their stress.

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### **4.8 TECHNIQUES OF STRESS MANAGEMENT**

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There are several ways of coping with stress. Some techniques of time management may help a person to control stress. In the face of high demands, effective stress management involves learning to set limits and to say "No" to some demands that others make. Techniques of stress management will vary according to the theoretical paradigm adhered to, but may include some of the following

- Autogenic training
- Cognitive therapy
- Conflict resolution
- Exercise
- Having a hobby
- Meditation
- Deep breathing
- Relaxation techniques
- Artistic Expression
- Fractional relaxation
- Progressive relaxation
- Spa
- Stress balls
- Natural medicine
- Time management
- Listening to certain types of relaxing music.



Let us look at some of these techniques in greater detail:

### 4.8.1 Meditation

**Meditation** is a mental discipline by which one attempts to get beyond the conditioned, "thinking" mind into a deeper state of relaxation or awareness. Meditation often involves turning attention to a single point of reference. It is recognized and has been practiced for over 5,000 years. Different meditative disciplines encompass a wide range of spiritual and/or psychophysical practices which may emphasize different goals from achievement of a higher state of consciousness, to greater focus, creativity or self-awareness, or simply a more relaxed and peaceful frame of mind.

#### Benefits of Meditation

Meditation has been accepted as a healthy way to manage stress, and for good reason. It provides many health-enhancing benefits, like reducing symptoms of stress and anxiety, relieving physical complaints like headaches, and even enhancing immunity to illness.

#### Basics of Meditation

Meditation can be practiced in many different ways. While there are numerous different meditation techniques, a common thread runs through virtually all meditative techniques:

**Quiet Mind:** With meditation, your thinking mind becomes quiet. You stop focusing on the stressors of your day or your life's problems, as well as solving these problems. You just let the voice in your head be quiet, which is easier said than done. For example, start thinking about nothing now. (It's OK; I'll wait.) If you're not practiced at quieting your mind, it probably didn't take long before thoughts crept in.

**Being In The Now:** Rather than focusing on the past or the future, virtually all meditative practices involve focusing on *right now*. This involves experiencing each moment and letting it go, experiencing the next. This, too, takes practice, as many of us live most of our lives thinking toward the future or relishing and rehashing the past.

**Altered State of Consciousness:** With the quiet mind and focus on the present, comes an altered level of consciousness that isn't a sleeping state but isn't quite your average wakeful state, either. Meditation increases brain activity in an area of the brain associated with happiness and positive thoughts and emotions, and some evidence shows that regular practice brings prolonged positive changes in these areas.

#### Types of Meditative Techniques:

There are many different ways to meditate. Some basic categories of meditation techniques are:

- **Focused Meditation Techniques**
- **Activity-Oriented Meditation Techniques**
- **Mindfulness Techniques**
- **Spiritual Meditating**

Whichever meditative techniques you use, the potential benefits are clear and numerous, making it one of the more commonly recommended stress management practices.

### 4.8.2 Deep Breathing

Deep breathing techniques are a great way to fight stress and anxiety and help you relax. Here are basic steps to deep breathing, given by American Academy of Family Physician

- Lay on your back on a flat surface.
- Put one hand on your stomach just above your belly button and the other hand on your chest.
- Inhale slowly, making sure that your stomach rises a bit
- Hold your breath for a second and
- Slowly exhale, letting your stomach sink back down.

**Note :** a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

5. Mention any two guidelines for developing social skill among the student.

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6. Mention any four techniques of stress management.

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### 4.9 LET US SUM UP

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The most powerful thing in our lives is our social network. It does not have to be large but just having one or two significant connections in your life have shown to have terrific psychological and physical benefits. We are all walking around with an amazing resource gratitude. It helps us express, enjoy, appreciate, be thankful and satisfied with a little effort. We all have it and we need to improve our quality of life. Self management is an essential part of being human, and also is the state of mind that occurs when you focus on yourself. There is a saying that if one is not able to manage self, managing other is a Herculean task for him/her.

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### 4.10 UNIT END ACTIVITIES

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1. Interview five teachers/ headmasters/education managers/principal on self management. Analyse their responses and discuss them with your peers in an academic session in the study centre.



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## 4.12 ANSWERS TO CHECK YOUR PROGRESS

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1. Self-Management is the ability to manage one's personal reactions to responsibilities and challenges in work and life. This involves managing time and adapting to changing situations. It requires a person to reflect on his/her experiences and their effect on his/her physical and mental states. Self management improves efficiency; it bestows peace, cheer and equanimity and equips one to handles the complexities of life in a balanced way.
2. Self management is important to realize one's success in life, satisfaction and sustaining motivation for further progress. It is an important part to be a successful individual. It is quite common that individual find it difficult to take appropriate decision at the time of stress. Such example could be discontinuation of a course of study by students of a college may not be, because they find the course too difficult to cope with, but they became overwhelmed by the workload and are unable to manage study commitments work and family life. Without the self management, an individual he/she will not go forward.

3. The techniques are :
  - (i) Learn to cope with stress.
  - (ii) Develop your self esteem and personal confidence.
  - (iii) Develop a positive attitude to studying.
  - (iv) Be patient-learning and academic skill's develop gradually.
4. The common stress symptoms are:
  - (i) Falling hair
  - (ii) Anxiety attack
  - (iii) Headache
5.
  - (i) Select the student who need training in certain skills, through continuous assessment.
  - (ii) Identify powerful reinforcers that will motivate students to attend to lessons and attempt new behaviours.
6.
  - (a) Autogenic training
  - (b) Cognitive therapy
  - (c) Conflict resolution
  - (d) Meditation
  - (e) Deep Breathing



**NOTES**



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