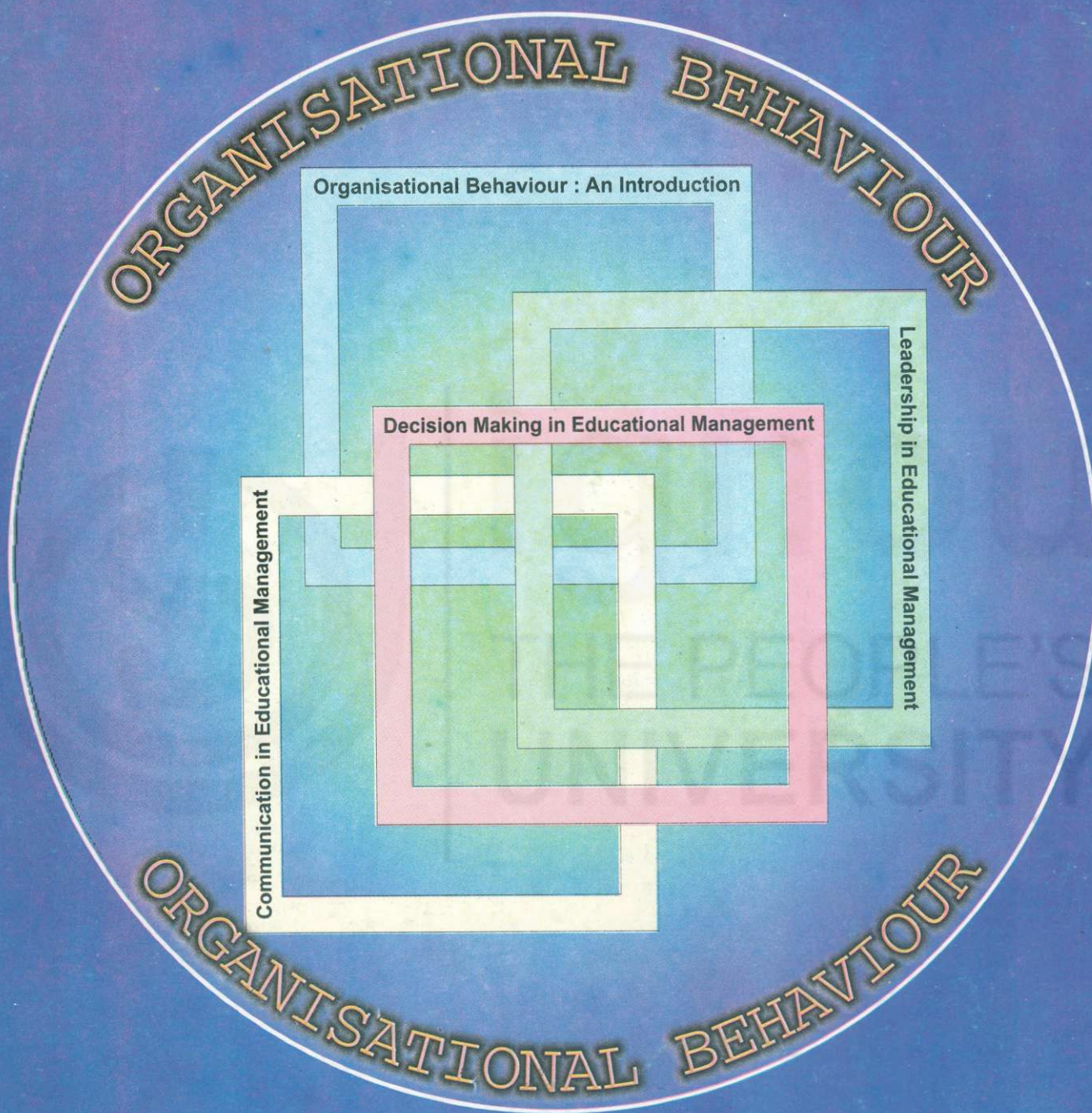




Indira Gandhi National Open University
School of Education

MES-043
**ORGANISATIONAL
BEHAVIOUR**



**Decision Making in Educational
Management**

3

“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



“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 3 DECISION MAKING IN EDUCATIONAL MANAGEMENT

Introduction

Making a decision is an integral part of management. Decision making is required when some sort of discrepancy between some current state of affairs and the desired state in the selection of alternative courses of action. It is thus choosing a course of action from among several well-defined and frequently competing alternatives after due deliberations and careful considerations of all recognizable aspects of the problem. This block consists of **four units** and a brief introduction to all these units is given below:

The **unit 8** covers **Concept, Importance and Types of Decision Making**. It deals with definition and relevance of decision making in educational management. Further it elaborates the types of decision making and importance of decision making in educational management.

Unit 9 is concerned with **Decision making process**. Decision making is a conscious human process. It is a process through which a course of action is selected as the solution to a specific problem. Later we discuss the various steps and techniques of decision making. Simultaneously, we discuss a model of decision making. Decision making in education depends on the specific situation that also decides the selection of the appropriate model of decision making.

In the **10th Unit, Management of Interpersonal Relationship**, we discuss the management of interpersonal relationships, starting with its relevance in educational management and how to manage interpersonal relations in an institution. We also elaborate with various steps for developing positive interpersonal relationships and tools for measuring the positive interaction. Later we proceed to study the impact of interpersonal relationships in educational institution.

Unit 11 focuses on **Conflict Management**. It is a process in which an individual purposefully makes a concerted effort to offset the efforts of another individual by some form of blockage that causes frustration to the latter in accomplishing his/her goals or furtherance of his/her interests. We discuss the concept and types of conflict management. And also we elaborate the techniques and various approaches to understand and resolve conflicts in management. It enables you to understand how interactive behaviour leads to conflict at different levels and what can be done to manage it.

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 - Unit-2 Group Dynamics and Team Building
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 - Unit-4 Self Management vis-a-vis Educational Management
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Block-2 Leadership Behaviour in Educational Management

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UNIT 8 DECISION MAKING

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8.1 INTRODUCTION

Case I

Mr. Sharma, a Principal in a Senior Secondary school, during his morning walk thought about the possibility of organizing a programme which may prove to be useful in stimulating thinking process amongst students. After reaching school he met a bunch of his colleagues while on his way to the room, he asked them to inform other teachers and all staff members to be in his office by 10.00 am. At ten O'clock all staff members assembled for the meeting in his office. Once the initial greetings were over he shared with them the purpose of calling the meeting. They all listened to him, some nodded in agreement, a few were impassive and some came out with suggestions; like organizing quiz/ debates/ essay competition/inviting articles on selected topics for school magazine from students/ organizing inter school competition etc. Discussions were held with regard to what will be more suitable and why? Then came the question of time, date, venue and expenditure required and funds available under co-curricular activities.

This is just one instance from day to day proceedings to show how much planning and efforts go into bringing an idea into operation. This requires a series of action with decisions to be taken at various stages. Decision making occupies a special place in human life. Decisions can be simple or complex. It can vary from a simple choice between what to wear or which food to eat to the complex one such as options in career, options to make friends, choosing between available options in life at an individual level.

Case II

Dr. Ramchandran is the director of a newly established vocational institute in a city. The management committee has given him entire responsibility to prepare a vision document for the institute. He felt happy as well as responsible to undertake this responsibility. He was confronted with numerous questions. He started jotting down ideas coming to him. He had several meetings with the management committee members, heads of other vocational institutes, gone through the relevant documents and decided to go for a survey for demand for the courses in important vocational areas by the industries and related service sector industries. He prepared the vision document for the institute and the first programme of the institute was for BPO employees. He involved BPO service industry managers in designing, developing, implementing and certification. Even programme implementation was flexible enough to enroll students working in day shift/night shift and classes were held in their work sites. The programme became very popular among employees and employers and management gave recognition award to Mr. Ramachandran as a man of vision.

The main aim of citing these cases here is to show that decision making is a process that requires strategic as well as innovative planning keeping in view the purpose.

8.2 OBJECTIVES

After going through this unit you will be able to:

- understand the meaning and definition of decision making;
- explain the basic concept of problem solving and decision making;

- understand the levels of decision making and types of decision making;
- be aware of the forms of power influencing decision making;
- describe the techniques of decision making;
- analyse the process of decision making;
- be aware of levels of institutional management cycle and relevance of stakeholders in decision making; and
- try out/select the appropriate decision making approach in real situations.

8.3 DECISION MAKING- CONCEPT AND DEFINITION

8.3.1 What is decision making?

In the above mentioned cases, the selection of programmes, venue, date, constitution of organizing committee, identification of members for the committee, role and responsibilities of the members, identification of experts as jury or committee members, budget estimates for programmes are nothing but different components of the entire process involved in planning, coordinating and implementing stages involved in decision making at each and every stage.

Decision making is the process of recognizing a problem or opportunity and finding a solution to it. Decision making is to choose between available options/ alternatives.

8.3.2 Why decision making?

Decision making is to achieve desired objectives and avoid negative unintended consequences. In reality, though, there are very few decisions which can provide all the desired objectives and no unintended consequences. Still the power of decision making gives us a feeling of being in control over what is happening around us and what we are supposed or required to undertake. The impact of decisions made will vary depending on the context in which it is being made.

We all take decisions in one or the other time in our lives. Decision making is an inseparable part of any organization and educational organisations are no exception. Be it a crèche, anganwadi centre in a small hamlet, a primary school, a college, a polytechnic, university, a teacher training institute, a technical institute or any other educational institution, decision making takes place at all levels and at all times. Taking any decision depends on various points and the procedure to be followed. For example, Dr. Anitha Singh is a faculty member in a college in an industrial township. She has been made the convener of the admission committee for the coming academic year. Write down the possible points she may have considered for admitting students.

- Followed the procedure followed so far
- Constituted a team having representation from all departments
- Collected the number and nature of courses offered by the college
- Invited industry representatives to get their feedback as they are the major employers for the pass outs.

From the above listed options it is common that decision making takes place at every activity where more than one solutions are available and we are interested in opting for the best one in the given situations.

8.4 CHARACTERISTICS OF DECISION-MAKING

We all are aware that decision making is a process following a systematic, logical and rational approach. The major characteristics of decision making are given below:

- a. Decision making is a continuous human process involving both individuals and social contexts.
- b. When there are alternative solutions, then the need for decision making emerges.
- c. The main aim of decision making is to achieve some purpose
- d. Decision making is a logical process, emphasized on sound reasoning and judgement.
- e. The impact and scope of decisions made by a manager depend on the situation.
- f. It is goal oriented/directed towards a solution.
- g. Decision may be accepted in a decision making process either by a group of people or a single person in an organization.

8.5 DIFFERENCE BETWEEN DECISION MAKING AND PROBLEM SOLVING

The very fact that a decision is needed to be made indicates that there is a difference between what is desirable and the present situation. Problem solving is the process of identifying the gaps between what should be and what is, and then taking concrete steps to remove the gaps.

This process of problem solving involves seven steps and they are as follows:

1. Identification of opportunity or problem
2. Develop alternative solutions.
3. Finalize the criteria to be used for evaluating possible solutions.
4. Evaluate the alternative solutions.
5. Decide/ choose an alternative.
6. Implement the alternative.
7. Monitor the process to check the suitability of the course of action and take remedial steps as and when necessary.

Out of the seven steps in problem solving, first five steps comprise the process of decision making. It starts with the identification of opportunity/ problem and ends with choosing an alternative. Each step in the process is equally important. An accurate grasp of the situation by the decision maker makes an important difference to the whole process.

8.6 DECISION MAKING IN EDUCATIONAL INSTITUTIONS

Institutions of learning at different levels are created for educating people. Educational institutions also have the responsibility of inculcating desirable values among its clients and therefore expectations from these institutions are immense and diversified. Main function of education management is to make educational institution more effective

and efficient. Effectiveness of any institution is conceived in terms of achievement of goals, development of its people, expansion/ growth of institution, self renewal and impact on community.

Managing any educational organizations, whether it is an Early Childhood Care and Education (ECCE) centre, primary/ middle/ secondary school or institutions of higher learning, is a very challenging task since it influences many lives in the present as well as in the future in different walks of life. The process of decision making in this arena requires more rigours and caution. The course of action planned to achieve the desired goal has paramount significance, where as **‘Planning is a series of decisions made to create a road map for future. As a result a good plan requires good decision making (Seye djavadein ,2001).’**

Check Your Progress

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

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

1. Why is decision making important in an educational institution?

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2. Write down four characteristics of decision making process.

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8.7 LEVELS IN DECISION MAKING

Being a part of society we all are willingly or unwillingly members of different groups and sub groups having common or conflicting interest. Wider the ambit of impact of decision to be made, greater is the responsibility of decision makers. This implies variations in the nature of decisions to be made by people occupying different positions in a hierarchical system. There are decisions regarding the goals and strategies to achieve the goals and decisions regarding implementing the programme to achieve the goals. These are mainly managerial in nature. **“Management possesses no superordinate goals or values of its own. The pursuit of efficiency may be the mission statement of management, but this is efficiency in the achievement of objectives which others define” (Clarke, 1994).**

8.8 TYPES OF DECISION MAKING

8.8.1 Strategic Decisions

People occupying top positions in an organization will be involved in making critical decisions about which strategies are to be followed. These decisions will have long term impact on the organization. Example of one such decision taken by the Government of India is to make education facilities available to all children up to the

age of 14 years in the context of achieving the Constitutional mandate of education for all.

8.8.2 Tactical Decisions

These decisions are made at high level of management . Tactical decisions are concerned with decisions to be made during implementation. They may be regarding the type of resources, their quality and quantity, providing incentive to employees, etc. These decisions are made by middle level managers. For example, decision of mid-day meal for all primary school children is an example and its implementation approach is done at the middle, echelon, namely state and district levels.

8.8.3 Operational Decisions

These decisions are made in day- to- day activities. These help in smooth operation of activities to be undertaken to achieve the strategic raw material , resolving employee conflicts. Similarly distribution of meal, its preparation and selection of food items under the given amount is the school decision.

8.8.4 Programmed Vs Non Programmed Decisions

Simple routine decisions such as ordering text books, deciding on which reference books are to be used, how much discount to demand, what should be the annual raise of an employee, etc. are termed as programmed decisions because here decision maker is aware of both the solution and the outcome. However decisions also need to be made in type of situations where neither the solution nor the outcome is known. Such types of decisions are termed as non programmed decisions. Small scale experimental programmes are one example of such type of decisions. For example, the measures taken by an institution in a disaster situation is a non -programmed decision. Canceling the examination due to question-paper leakage, postponement of entrance test due to sudden flood and similar type of situations are examples of this type.

8.9 PARTICIPANTS IN DECISION MAKING

The size of decision making groups is an important element. It should be sufficiently small to be able to give chance to everyone to be heard. In small groups, say a primary school, all teachers can participate easily in decision making where as in larger institutions meeting of the whole staff may be suitable for information exchange only. To overcome this problem of numbers, formal representation of teachers is made who in turn will participate in decision making. We all are familiar with the Parent-Teacher Associations, Teachers Associations, etc. At higher level and in complex situations number of people involved in decision making would vary along with variety in expertise of people involved in the process of decision making. Greater the complexity of decisions, bigger the ambit of its impact higher will be the need to include people specialised in analysing the effect of each alternative management action on objectives in the case. Decisions may also be taken to emphasize some objective more than others.

In case of strategic decisions, people involved in the decision making group generally include **Analysts** whose basic role is advisory in nature; **Stakeholder**- who are the people with interest in some possible objectives; **Process managers** – who are specialist in decision making process. They direct the decision making process and ensure that it is followed correctly. Their input during scoping and other steps is helpful and their understanding of the nuances of discussion during decision making process will help the management in arriving at a decision.

In large scale decisions, educational management is concerned with the operational practices of the educational organization involved in imparting education. The goals of education are central to the functioning of these organizations.

8.10 LEADERSHIP VS MANAGEMENT

The concept of management overlaps with that of 'leadership'. However, there is slight difference between the two '**Leadership**' means **influencing others' decisions in achieving desirable ends. 'Management' is maintaining efficiently and effectively existing organizational arrangements**. (Cuben, 1988)

Following is a brief overview of the characteristics of different types of leaderships:

Leadership types	Characteristics
'Managerial type'	Focus is on functions, tasks and behaviours .It is focused on managing existing activities successfully.
Participative leadership	Develops consensus among the professionals who share the burden of decision making
Transactional	Transactional leadership is leadership in which relationship with teachers is based upon an exchange of some valued resources, thus securing benefits for both parties.
Post modern leadership.	'Leaders need to attend to the multiple voices in their organizations and develop a ' power to ' not a 'power over' model of leadership.
Moral leadership	It is based on the values, beliefs and ethics of leaders themselves. Authority and influence are to be derived from conceptions of right or good (Leithwood et al., 1999). It focuses on the moral purpose of education and on the behaviours to be expected of leaders.

"Challenge of modern organisations requires the objective perspective of the managers as well as flashes of vision and commitment wise leadership provides" (Bolman & Deal, 1997). Success of any organisation depends on the quality of its human resources. The key objectives in the management of any organization should be to provide various kinds of learning experience to harness their abilities and skills for organizational growth.

8.11 FORMS OF POWER THAT PLAY A ROLE IN DECISION MAKING IN EDUCATIONAL MANAGEMENT

Generally, outcomes in decision making are determined according to the relative power of individuals and groups involved in the process. In educational arena there are six significant forms of power in the realm of educational institutions. They are as follows:

8.11.1 Positional power is 'legal' or 'legitimate power'. At schools and college levels principal is regarded as the legitimate leader and possess of legal authority and Vice-chancellor in a University and Director or chairman in an institution.

8.11.2 Authority of expertise: 'The expert often carries an aura of authority and power that can add considerable weight to a decision that rests in balance.' (Morgan, 1997).

8.11.3 Personal power: - Individuals who are charismatic possess verbal skills or have other characteristics may be able to exercise personal power. These powers are independent of the power accruing to individuals by virtue of their position in the organization (Bolman & Deal, 1991).

8.11.4 Control of rewards: Power is likely to be possessed to a significant degree by individuals who have control of rewards such as promotion, good reference and allocation to favoured classes / groups.

8.11.5 Coercive power: The mirror image of control of reward is coercive power. Coercive power rests the ability to constrain to block, interfere or to punish. (Bolman & Deal, 1991).

8.11.6 Control of resources : Control of the distribution of resources may be an important source of power. Resources are among the most significant aspect of the policy process in an organisation.

There are other sources of power, which may act as a counter balance to the principal's positional authority and control of rewards.

8.12 TECHNIQUES OF DECISION MAKING

Now-a-days different techniques are used by educational managers in making decisions. These techniques, if used properly, would contribute for effectiveness of the decisions. Some of the important techniques are discussed below:

8.12.1 Brainstorming

Brainstorming is the oldest and widely followed technique for encouraging creative thinking. It was originally developed by A.F. Osborn. It involves the use of a group. The success of this technique lies in creating a free and open environment where members of the group participate without any inhibitions. It starts on the premise that everyone is resourceful and has ideas. Continuous interaction through free discussions may result in spontaneous and creative thinking.

8.12.2 Synectics

Synectics is a new concept developed by William J.J. Gordon. The term 'synectics' is derived from a Greek word which means "fighting together of diverse elements". It starts on the premise that this concept encourages novel thinking for the development of alternatives through putting together different ideas which are distinct from each other. A given problem is presented to a group of people with different backgrounds and varied experiences. It is the responsibility of the group leader to present the problem and lead the discussion in order to stimulate creative solutions. This approach ensures on the spot evaluation of ideas. The leader who is a technical expert assists the group in evaluating the feasibility of their ideas. Experience shows that synectics is not as popular as "Brainstorming". When the problem is tough and challenging, this approach is used for effective decision-making.

8.12.3 Operations Research

The origin and development of operations research is attributed to military operation and applications during Second World War. The war put tremendous pressure on the use of available scarce resources for various strategic and tactical operations. The success of operations research in developing effective options is instrumental in making this approach rather dependable in decision-making process. Operations Research employs optimizing models like Linear Programming, Project Management, Inventory Control, Decision Theory and Waiting Line Theory.

Operations Research is the systematic method of studying the basic structure, functions and relationship of an organization as an open system. It aims at developing optimal solution with limited resources in a given situation.

Check Your Progress

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

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

3. Mention the types of Decision Making Process.

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4. What are the various techniques of decision making process?

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8.13 DECISION OF VARIOUS LEVELS OF INSTITUTIONAL MANAGEMENT CYCLE

What kind of decision are taken and who are involved at every stage of institutional management cycle will provide you the clarity of the concept. Let us discuss below:

8.13.1 Planning

The very vision of an institution are: strategic objectives, policies and guidelines and criteria for measuring of the progress. Now the vision of the institution is created by all the stake holders of the school, i.e. parents, teachers, students, community and management. But it is not necessary that everything must be decided by consent. Parents are in a position to contribute to problem diagnosis, and expressing how the new strategies would affect the children. Teachers are in a position to suggest many ways the new strategies could be made to work and how they would be affected.

8.13.2 Organizing

When the plan and policy guidelines are clear, operational system need to be organized in the next stage. The decision would include those who will execute the plan. The leader's role is to involve all those who will be involved or in implementation of decisions. Once the goal is clear to people, everyone has ideas as to how to make it happen. Every individual in the school has a fair idea of the limitations of the school's resources and would problem solve. Decision at this stage will mean budget allocation, school calendar, procedures for leave, substitution, schedules for meetings, creation of task group, etc.

8.13.3 Implementing

At the level of implementing, individual will take one decision related to their own role and the scope of work. A teacher will decide how s/he will motivate her/his

class to take more interest in science and mathematics, supervisor will decide on her/his strategy to counsel the person s/he is supervising. At the monitoring level individuals on teams will take on their function. For example, the Geography faculty will be looking at the teaching strategies on a fortnightly basis to see whether the student performance is meeting the desired standard.

At whatever level decision may be taken, regardless of whether they are individual or group decisions, a system of records and information is required to support decision making.

8.14 STAKEHOLDERS AND INVOLVEMENT IN DECISION- MAKING

When the decisions are made, there are more possibilities of their being effective, if all the stakeholders are involved. Traditionally decisions are made at the top and then they are passed on to the subordinates who are supposed to implement them. This type of decision making and action taking has its own limitations. When decisions made by higher authorities are given to subordinates for execution, they are not likely to implement them with all the seriousness required. On the other hand, if subordinates are made participants in the decision-making process, they are likely to see decisions as their own and do all what is within their capacity to see them through. In domains such as education, therefore, it is necessary to involve all the stakeholders in the decision-making process. To be successful, cooperation from everyone involved is a welcome note particularly in complex domains such as education. 'Success in education in the literal sense is possible only when all the stakeholders namely students, school, teachers and community are involved in the decision-making process.'

8.14.1 Involvement of the Students

Students are the direct beneficiaries of education. It is for them that the schools are built, infrastructure is set up, teachers are appointed and curriculum is developed and transacted. It is for them that teachers present various learning experiences both inside and outside the classroom so that they might construct their own knowledge. However, it may be noted that students especially those at the primary and the secondary level, at times may not be in a position to decide as to what they should learn, how it should be learned and what the outcome of their learning ought to be. Students at these levels by their inadequate exposure, experience and knowledge of the world need supervision or guidance. This, however, does not mean that no decisions should be made with respect to their education. We are left with no choice but making decisions on their behalf as they need to be educated despite their inability to make appropriate decisions at times.

Several scholars have made attempts to study the development of children. Piaget, for instance, has devoted his entire life in studying their development. He has come out with stages in the intellectual development of children, namely (i) the sensory motor stage, (ii) the intuitive stage, (iii) the concrete operational stage and (iv) the formal operational stage. He demarcated not only the various stages but also explained what children are capable of understanding at each stage and what they can perform. Similarly, scholars have laid down their findings and observations with respect to how children learn, how they forget, what factors facilitate their learning and what hinder it, etc. Similarly, they have made note of what children are generally interested in learning. We have, thus, a rich fund of knowledge and information with regard to their learning and education. On the basis of these, we can decide what they should be taught, how they should be taught and what ought to be the outcome of their

learning. As a result of their education at the primary and the secondary levels, children pick up a general awareness about the world in general and the environment they live in.

Apart from making personal decisions pertaining to the outcome of their education as well as the content and method of education, learners also have to play the role of participants in collective decision making. There are issues in education where all the stakeholders should join in making decisions. For instance, when it comes to setting up infrastructure, collecting funds, making optimum use of the resources available etc, all the stakeholders can join hands in making collective decisions. Students should have their due share in making decision in all these areas.

8.14.2 Involvement of Institutions

An institution has several decisions to make with respect to the functioning of the organization. It has to decide in fairly specific terms what the college intends to achieve. Institution should take into account the needs of all the stakeholders namely the students, the parents, the staff, the community and the nation. In the case of students, the institution has to decide how it can promote students who are creative, independent and self-assertive. How can it equip the mind of the students with correct values and attitudes required for peaceful co-existence and harmony? How can the students be made both willing and competent to serve the society? How can a constructive attitude be inculcated in them for civic responsibility? How can an environment be created that encourages development of leadership qualities and independent skills within a culture of tolerance? Thus, there are decisions that school has to make with respect to the education of the students.

8.14.3 Involvement of Teachers

In general, an educational organization say a school plays significant role in setting the immediate conditions within which teachers make decision. What type of learning experiences should be provided to the learners to construct their knowledge and skills? Is developing a positive self concept more important than mastery of content matter? How much and what kind of subject matter be emphasized? There is no end to the decisions that teachers are called upon to make in their day-to-day functioning as teachers. Although other stakeholders may be in the decision making process, the ones who are mostly responsible for the implementation are the teachers. This is so because they are the ones who are trained for this purpose. Even when decisions regarding the outcome of education are made, teachers' role is most important. They begin by studying their society, its present status with respect to various aspects of its culture. They study the pace with which it accepts changes and gets itself modernized. Looking at the rate at which the society progresses, they will decide what sort of life the society will have in five, ten or fifteen years' time and what would be the characteristics of the people then. In general what teachers do is to examine the society as it is and then consider what it ought to be. Then on the basis of the strongest evidence of which they are currently aware, they identify those characteristics that currently have to be preserved, modified or eliminated. They may find that there are some characteristics that the society ought to have. They also examine from time to time the decision they made about the outcome of education by reassessing their decision in the light of additional evidence from reading, discussion and continued study.

Hand in hand with others, teachers have to decide not only the outcome of education, but also the content of education as well as method of education. The outcome of education will generally point out what the content of education should be. It will

show what knowledge, skills and dispositions learners need to build up for realizing the specified educational outcome. A skill has to do with the ability to do something. If someone has a skill s/he should be able to demonstrate it. Just like knowledge and skills, building up disposition is another important aspect of education. A disposition is a tendency to do something. Dispositions may generally be classified into three major categories, namely (i) dispositions of thought, (ii) disposition of behaviour and (iii) dispositions of emotional attachment. Like knowledge and skills, dispositions are something that can be improved.

Apart from making decisions pertaining to outcome and content of education, teachers have to make decisions about method of education, the ways in which any content could be taught. While making decisions regarding method of education, teachers must have some good reasons for believing that the same is an effective one. The effectiveness of methodology used depends upon the degree to which it is capable of achieving the intended outcome. Determining effectiveness of a certain strategy requires a demonstration of the outcome it is capable of producing. If a number of students, for example, is taught spelling through phonetics and it ensures good spellers. This method is known as the Method of Agreement and it is based on the identification of a particular outcome that has occurred in several instances.

Whatever the decision teachers take with respect to the content of education may be subjected to review regularly. This is true not only for the new decisions they make but also old ones which may still influence effectiveness. In addition to focusing on decisions they personally make, teachers also need to engage in rational dialogue among themselves and with others concerning the broad decisions which tend to limit the range of possibilities open to them. There are quite a number of alternatives concerning the methodology of education. When decisions are taken with respect to a particular method, it does not necessarily imply that it is the best decision made. And even if it was good when the decision was made, changes in the society may have now made it obsolete. What is important is that we should not let our past decisions unreasonably restrict us in our examination of the alternatives concerning the present and the future.

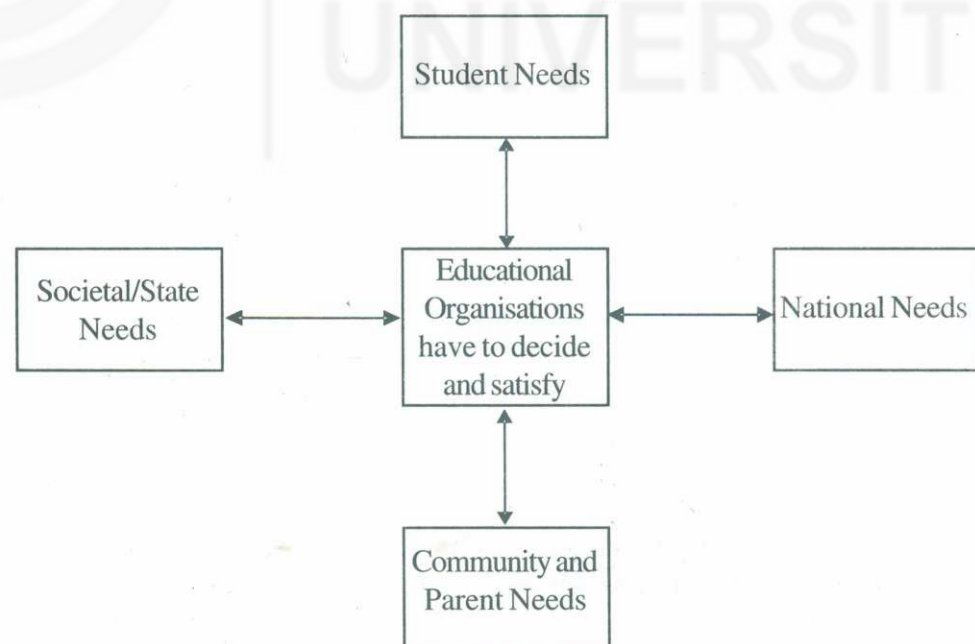


Fig 8.1: Needs and Decision –making in Educational Organisations

Educational institutions are no islands in themselves. They exist in an established social system. They cannot exist apart from society. Consequently their personnel must work with people, agencies and organizations in the community so that the institution is sustained. The students for whom educational institutions exist are the community's primary interest and responsibility. They have a moral right and obligation to understand what the institution or school is doing for their children. The community's very survival is dependent upon what happens to its children. These institutions exist to foster the development of children. When education personnel and community agencies work in collaboration, chances of development of students are much brighter. Parents and the community need to understand the changing world and how schools are working for providing students with the skills needed for success in 21st century. Progressive schools co-operatively plan their educational programmes with parents and the community whether at the school site or as support to their children at home. Parents know their children better than anyone else. Children spend more time at home than in school. Parents get more to be with their children, watch and interact with them. This gives them ample opportunity for knowing their aptitudes, talents, dispositions, their dreams and even their fears. Knowing what they are and what they are capable of, parents can provide children with necessary scope for their development. Parents may interact with teachers so that they know more details about children. This would enable teachers to provide children with appropriate learning experiences that suit them best. This would engender self-esteem, confidence and love for learning, which, in turn, can lead children to success.

In the community we find several agencies and forces such as the family, recreational activities, mass media of communication, religious centers, etc. which act to develop the child. The school is simply just one of many educative influences in the child's life. Effective education of the child is thus a cooperative endeavour in which the school plays a selective role. This role should be enacted in cooperation with other agencies, which influence the child's education. Unless this cooperative atmosphere prevails, the influences of the various agencies may be at variance and even counteract one another. If all the stakeholders join hands in providing quality education, schools can improve society. They will also help children understand, maintain and perpetuate culture. The community would then realize that changes brought about by schools not only affect children but also the community at large.

Community is very rich in educative resources that can vitalize and enrich the instructional processes in the schools. Several informal agencies can provide wide range of contexts for learning to take place. There are several areas in the community that can serve as spots for trips. Apart from these, the community has several educative agencies like museums, zoos, arts galleries, community centers, village panchayats, others self-government bodies and cooperative organisations which all have tremendous educational potential that often go unacknowledged and unrecognized. Quality education depends on how well decisions are taken to utilize these resources for providing children rich exposure to the environment in which they live.

Educational institutions are complex organizations to manage. We now recognize the difficulties of providing for a wide range of abilities and interests among students and the challenge of providing them with relevant usable skills to succeed in an increasingly complex society. A good number of studies suggest that learning activities embedded in social interaction engender more comprehensive understanding. Structures and meaning that did not exist in isolated or disconnected activity emerges via the social system. Hence, making optimum use of community resources for enhancing excellence is an important aspect of education today. Administrators and

teachers need to decide and plan adequate strategies for exploiting the community resources for enriching students in every possible way. A committed partnership among parents, industries and the community is a need of the day. Continuous improvement depends on teamwork.

8.15 ROLE OF EDUCATIONAL MANAGERS AND IMPACT OF DECISION MAKING IN AN ORGANIZATION

An effective and efficient educational manager is the one, who is an efficient organizer and a skilled administrator. He/she should be able to manage and lead his/her institution well.

Ross I. Finney (1978) states: "The school administrator's work may be roughly analysed into two major parts – executive details and the formulation of policy. The first is mere school shop-keeping, the second is educational statesmanship. In the first function he is merely running the school of today; in the second he is running the world of tomorrow."

Case III

Mr. Desmukh is the Principal of an Educational Institution. Regarding punctuality of all the teachers and students he takes decision on his own. He thinks it is a better technique to make a decision as it is based on facts and information. One day morning he circulates a notice stating that from the next morning all teachers and students are expected to be punctual and attend the morning assembly. He takes attendance in the assembly to know the number of students and teachers who are punctual. But he notices a few teachers and students are absent. What decision can be taken about them?

Educational Managers not only must make correct decisions but also must make them as needed and as economically as possible. If a decision commits the enterprise to heavy expenditure of funds or an important official program or construction of a new school building it should be subjected to suitable scrutiny attention by the decision committee.

Some plans can be easily changed, some have built into them the possibility of a future change of direction, and others involve actions difficult to reverse. Clearly, decision involving inflexible courses of action must be more carefully evaluated than decisions that can be easily changed.

Check Your Progress

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

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

5. What are the levels of decision making process?

6. Stakeholders are involved to take a decision. Mention the name of a few stakeholders in a decision making process.

8.16 LET US SUM UP

Decision making is defined as the selection from among alternatives of a course of action; it is at the core of planning. A plan can not be said to exist without a decision. Hardly a day passes without making some decisions or other in the principal/head master/ vice chancellor's life. As such decision making constitutes the most exciting and eventful part of any modern educational manager's career. When we find certain amount of discrepancy between the prevailing state of affairs and some desired state, problems exist making it necessary to make decisions to arrive at the desired state. In Institutional level management, all the stakeholders need to be involved in decision-making if education of students is to be effective. However in actuality, the most obvious decision makers in education are Principal, Headmaster, Director, and Administrators. In short, we can say that decision making is, however, only a step in planning, even when done quickly and with little thought or when it influences action for only a few minutes.

8.17 UNIT END ACTIVITIES

1. Visit an Educational Institution in your locality and take interviews of the senior secondary students on the problems or difficulties they faced in taking decisions regarding selection of courses and combination of courses, their aspirations . Write a report keeping in mind the decision making involved, problems encountered and reasons underlying them.

8.18 REFERENCES

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8.19 ANSWERS TO CHECK YOUR PROGRESS

1. No institution will run without taking any decision. It is important as day to day activities. It is the process of recognizing a problem or opportunity and finding a solution to it. Decision making is the study of identifying and choosing alternatives based on the values and performances of the decision maker.
2. a) It is a continuous and human process involving both individual and social phenomenon.

- b) It has a logical process, emphasized on sound reasoning and judgment.
 - c) Decision making is a goal oriented process leading towards a solution.
 - d) When there is an alternative solution then there is a need for decision making.
3. These are :
- a) Strategic decision
 - b) Tactical decision
 - c) Operational decision
4. The Decision making techniques :
- a) Brainstorming
 - b) Synectics
 - c) Operation Research
5. a) Planning
- b) Organization
 - c) Implementing
6. (i) Involving of the student
- (ii) Involving of institutions
 - (iii) Involving of Teachers
 - (iv) Involvement of Community

UNIT 9 DECISION MAKING PROCESS

Structure

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Steps in Decision making process
 - 9.3.1 Identification of opportunities or problems
 - 9.3.2 Development of alternative solutions
 - 9.3.3 Finalization of the criteria to be used for evaluating possible solutions
 - 9.3.4 Evaluation of alternative solutions
- 9.4 Models in Decision making process
 - 9.4.1 Formal model
 - 9.4.2 Collegial model
 - 9.4.3 Political model
 - 9.4.4 Subjective model
 - 9.4.5 Ambiguity model
 - 9.4.6 Cultural model
- 9.5 Adequacy of models in educational management
- 9.6 Managing an educational institution : Synthesis of Useful Features of the Six Models as per the Context
- 9.7 Let Us Sum Up
- 9.8 Unit-end Activities
- 9.9 References
- 9.10 Answers to Check Your Progress

9.1 INTRODUCTION

Case I

ABC Medical College is a well known institution. The college was a model institution for the other institutions in the city and rest of the medical colleges in the country. Principal, faculty members, students, staff members, other employees and its alumni have been proud to be a part of it. Everybody praises its institutional environment or organizational climate.

Dr. Raj Kumar, a well known surgeon, was invited as one of the key speakers in annual lecture series of the college. In spite of his busy schedule Dr. Raj Kumar accepted the invitation due to

- the reputation of the college
- the persuasive style of the invitation letter
- he is the alumnus.

The arrangement of the venue, the audience, enthusiasm shown by students, the openness and positive interactions among principal, teachers, students and other employees were the aspects that needed appreciation by any outsider. The event was meticulously organize. It was planned and coordinated smoothly and execution was like any other routine activity of the college.

Case 2

*Dr. Shanti is an instructional designer in an IT firm. She was invited to deliver a lecture on the theme **ICT potentialities and possibilities in Indian Context** in a multi purpose school located in a rural area. She wanted to expose the students to the different applications used in presentation of a lecture by using power points and other computer applications. She prepared her presentation very well as she had already inquired about the availability of computer and internet facility in the school.*

She reached the school in time, the venue was an open hall with more than 200 students. She felt disappointed in the first go, as she anticipated a presentation in a hall with computer, a big screen, availability of electric switch points and no outside disturbances.

She accepted the reality and started her presentation. After sometime there was a power cut and no power back up was arranged by the school. She felt helpless as well as frustrated but somehow kept her patience and decided to go for interactive session rather than lecture. She asked for the speaker or the mike. The Principal asked Ramesh, a student to bring speaker from Mr. Gurmeet Singh, teacher incharge. Ramesh, came back after ten minutes and said Mr. Gurmeet Singh is in the classroom and will be coming after the class.

She continued with her presentation.

These are two instances. You might have experienced similar and many more situations where your meticulous planning worked well and at times failed miserably. In some situations, you might have viable alternatives and in some you had to invent one instantly.

Making a decision is an integral part of the management process. It is the quality of decisions that either make or mar the quality of an organization. In other words, decision making refers to making a choice among available alternatives. It is a process through which a course of action is selected as the most suitable, viable and best solution to a problem.

When we talk of processes involved in decision making the focus is on factors involved or considered while making decisions to achieve desired goals. Related literature shows variety of models. These explain how the decisions are made /ought to be made in different contexts. In the following section we will go through the characteristics of each of these models. In this context, it is important to keep in mind that human factor is the most important as they use and control all other resources and their value increases with the passage of time on account of acquisition of knowledge and experience when they use it effectively.

Decision making, sometimes, may take place by default; that is, without consciously recognizing that an opportunity for decision-making exists. This fact leads us to an important element in a definition of decision-making. To have a decision-making situation, there must be at least two alternatives available. If only one course of action is available, there can be no decision-making, for there is nothing to decide. We would have no alternative but to proceed with the single available course of action. For example, the date of an entrance exam is declared on 2nd April, 2009 for Masters courses by a college, do not require any decision for the students desirous of appearing for the exam but for other institutions going for entrance exams for Masters programme have alternatives like whether to consider this date for their exams or exclude it at all. (One might agree, however, that it is a rather unusual

situation when there are no alternative courses of action. More frequently, alternatives simply are not recognized.)”

Decision-making process consists of choosing from among alternative courses of action. But this is an inadequate definition. Consider the following:

- At a horse race, a bettor was uncertain which of the five horses to bet on in the next race. He closed his eyes and pointed his finger at the list of horses printed in the racing program. Upon opening his eyes, he saw that he was pointing to horse number four. He hurried off to place his bet on horse number four.

Does the race horse selection represent the process of decision-making? Yes, it clearly was a process of choosing among alternatives (assuming the bettor had already ruled out the do-nothing alternative of placing no bet). But, the decision-making process described seems inadequate and irrational. We want to deal with rational decision-making.”

9.2 OBJECTIVES

After going through this unit you will be able to

- describe the process of decision making;
- analyse the various steps involved in decision making; and
- Explain/ highlight the models of decision making process.

9.3 STEPS IN DECISION MAKING PROCESS

Following is a brief write up on the steps involved in the process of decision making:

9.3.1 Identification of opportunity or problem

In order to define and formulate correctly the problem it is important to collect as much information as possible. The problem needs to be correctly identified at first. The right answer to an inappropriate problem is of little use as the inappropriate answer to the right problem’.

9.3.2 Development of Alternative solutions

It is also important to develop and consider various possible alternate solutions. Brain storming in a group situation is a technique found very effective for these activities.

9.3.3 Finalization of the criteria to be used for evaluating possible solutions

Criteria for evaluating alternative may include legal obstacles, finance, availability of human resources and time along with possible achievement of desired objectives and as far as possible no negative consequences.

9.3.4 Evaluation of Alternative solutions

A good decision maker will consider as many options as possible and analyse them in the light of known constraints. The whole exercise of decision making is undertaken to avoid negative consequences and achieve desired objectives. In real life, it is difficult to have conditions where precise outcome can be attributed to each possible course of action. Precise or to the point results can be predicted in advance with

complete certainty. In such conditions task of the manager is only to identify the outcomes of available options and select the one which is close to desired objectives.

At times, a decision maker may face situations where no good solution is in sight. In such situations there is greater need of making midway correction after making the best choice among available alternatives.

In real life, it is difficult to have conditions where precise outcome can be attributed to each possible course of action. Exact results can be predicted in advance with complete certainty. In such conditions task of the manager is only to identify the outcomes of available options and select the one which is close to desired objectives.

In case, it is not possible to eliminate all negative consequence then the choice will have to be made with regard to which of the negative consequence will exert minimal impact. It may not prove to be a good practice to try previously tested or good enough alternatives. Previous good decision may not be equally successful in future because of the change in circumstances, availability of new opportunities and possibility of new threats.

9.4 MODELS IN DECISION MAKING PROCESS

You might have observed that decision making process may vary. It depends on various factors like nature of the problem, exigency of the problem, impact of the solution and context of the problem. Adequacy of models in decision making in education depends on the situation specificity that decides selection of the appropriateness of model. Based on the approach or model one has to adopt in arriving at the best possible solution in the prevailing situation, classification of models is as follows:

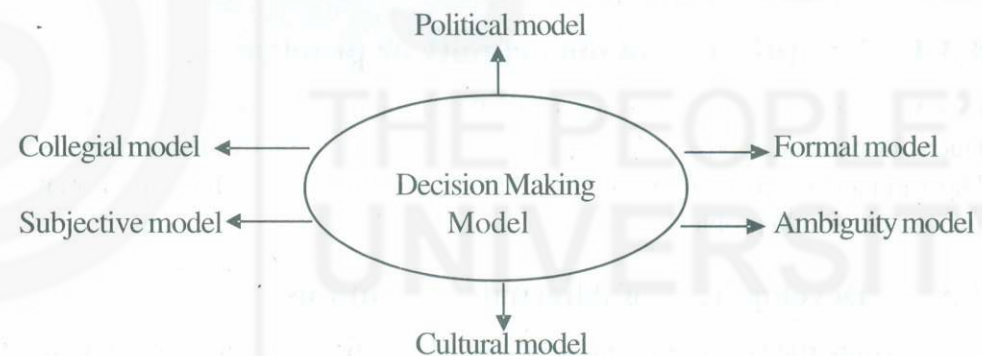


Figure 9.1: Decision Making Model

9.4.1 Formal Modal

Formal models are normative in approach as they prescribe how people in an organization ought to behave. Emphasis is on hierarchical system, authority of manager is tied to the chair / position s/he occupies and is vested in the person as long as they hold the posts. Formal structure of each organization is represented by organization charts showing authorized patterns of relationship between members of the organization. Formal and structural elements have linkages with each other. For example in a college/departments and other sub-units are systematically related to each other and to the institute as well; lecturers are answerable to the head of the departments who in turn is answerable to the Principal of the college for activities in their department and they all accept and pursue organizational goals.

Organization is accountable to its sponsoring body. All government schools are accountable to their state governments whereas private school Principals are accountable to their governing boards.

Managerial decisions are made through a rational process- i.e., all options are considered and evaluated in terms of organizational goals to select most suitable alternatives.

9.4.2 Collegial Model

This model emphasizes and takes steps to assure determination of organization's policy through a process of discussion leading to consensus. 'Power is shared among some or all members of the organization who are thought to have a shared understanding about the aims of the institution. Collegiality can be defined as teachers conferring and collaborating with other teachers. (Brundrett 1998)

This seems to be appropriate for educational organizations like schools and colleges having professional staff who have an authority of expertise that does not go well with the positional authority system of the formal model. Teachers require autonomy in the classroom but also need to collaborate to ensure a coherent approach to teaching and learning (Brundrett, 1998). Professional participation in the decision making makes them more willing to follow the decisions.

Leithwood et al (1999) list three criteria that underpin this model as following- i) Participation will increase school effectiveness ii) Participation is justified by democratic principles and iii) Leadership is potentially available to any legitimate stakeholder. Burden of leadership will be less if leadership functions and roles are shared.

It assumes that people belonging to a profession share common set of values and thereby it is possible for them to reach consensus in decision making to achieve goals and objectives.

Process of decision making in Collegial model

The size of decision making groups is an important element. It should be sufficiently small to be able to give chance to everyone to be heard. This may mean that this model may work better in institutions such as primary or elementary schools. In larger institutions meeting of the whole staff may be suitable for information exchange only. To overcome this problem of size formal representation of teachers is made in decision making bodies, In this process decision making process takes longer in search of compromises to be made to resolve conflicts and this is regarded as an acceptable price to pay to maintain the shared beliefs and values.

9.4.3 Political Model

As per Baldrige(1971) political model best captures realities in higher education. 'These models assume that in organizations policy and decisions emerge through a process of negotiations and bargaining. Interest groups develop and form alliances in pursuit of particular group objectives. Goals of organization are unstable, ambiguous and contested. Conflict is viewed as a natural phenomenon and power accrues to dominant coalitions rather than being the preserve of formal leaders'.

Major features of political model include focus on group activities rather than organization as a whole. Conflict between the leaders of different sub- groups is about resources and power. Interest groups pursue their independent objectives which may be in conflict with the interest of other subunits / groups in the organization' (Morgan, 1997). Goals may be disputed and become a significant element in the conflict between groups (Botman & Deal, 1991).

Process of Decision Making

Concept of power is central. Decisions within political arenas emerge after a complex process of bargaining and negotiations; outcomes are likely to be determined according to the relative power of the individuals and interest groups involved in the debate. Power influences who gets what, when and how? The sources of power are rich and varied. (Morgan, 1997). It can be of position, expertise, personal, control of rewards or resources. For example, principals have the power to provide rewards-promotion, reference etc. They need co-operation of staff for effective management.

9.4.4 Subjective Model

This model has supplemented the formal theories. It assumes that organisations are social constructs in the sense that they emerge from the interaction of their participants. It focuses on individuals within organization rather than the total institution or its subunits. These perspectives suggest that each individual has a subjective and selective perception of the organization. Individual's behaviour is influenced by his/her perception of events and participation in organizations depend on their values, background and experience.

Process of decision making

In subjective view leadership is a product of personal qualities and skills and not simply an automatic outcome of official authority as s/he has to develop a *power to attend* to the multiple voices in their organizations.

9.4.5 Ambiguity model

This model assumes that turbulence and unpredictability are dominant features of organisations. There is no clarity with regard to objectives and processes. Sub units are portrayed as relatively autonomous groups connected loosely with each other and with the institution itself.

Ambiguity is a prevalent feature of complex organizations like schools. Educational institutions are regarded as typical in having no clearly defined objectives as teachers work independently most of the time. The degree of integration required in education is markedly less than in other settings allowing fragmentation to develop and persist. Committee and other formal bodies have right and responsibilities which overlap with each other. The effective power of each element within the structure varies with the issue and according to the level of participation of committee members.

Ambiguity model assumes that organizations have a problematic technology i.e. their processes are not clearly understood. In education, it is not clear how students acquire knowledge and skills so the processes of teaching are clouded with doubt and uncertainty.

Ambiguity model added important dimensions like problematic goals, unclear technology and fluid participation, to the theory of educational management. The more unpredictable the internal and external environment, greater will be the applicability of ambiguous model. Ambiguity models are appropriate for professional client serving organizations. Professionals act on individual judgment rather than on managerial prescriptions.

Process of decision making

Ambiguity theorists emphasize the prevalence of unplanned decision. Lack of agreed goals lead to decisions with no clear focus. Problems, solutions and participants interact and choices somehow emerge from the confusions. There is no clear

distinction between means and ends, no articulation of organisational goals, no evaluation of alternatives in relation to organizational goals and no selection of best means (Levacir, 1995).

Participation in decision making is fluid as members opt in or out of decision opportunities.

9.4.6 Cultural Model

Cultural model emphasizes informal aspects of organizations. Focus is on the values, beliefs and of individuals in the organizations and how these individuals in the organizations and how these individual perception are coalesced into shared organizational meanings. Cultural models are manifested by symbols and rituals rather than through formal structures (Bush, 2003). Values and beliefs of individuals influence their behaviour and the way they judge other's behaviours. These norms become shared traditions which are communicated within the group and reinforced by symbols and rituals. Beane, Coldwell and Millikan (1992) define organizational culture as a social phenomenon that is unique to a particular organizational community. Organizational culture is more enduring and change gradually over time.

Societal culture is one important aspect of the context within which educational leaders must operate. Organisational culture provides them with immediate framework for functioning. Culture is expressed through rituals and ceremonies used to support and celebrate beliefs and norms.

Schools are rich in such symbols such as assemblies, annual school functions. Symbols are central in the process of constructing meaning (Boyle, 1986). Culture springs primarily from the beliefs, values and assumptions of founders of organizations.

Principals have their own values and beliefs arising from many years of professional practice. They are also expected to embody the culture of school / college.

Process of Decision making

The leadership model closely linked to organizational culture is that of moral leadership as it is based on the values, beliefs and ethics of leaders themselves. Authority and influence are to be derived from conceptions of right or good (Leithwood et al, 1999). It focuses on the moral purpose of education and on the behaviours to be expected of leaders.

Cultural model adds several useful elements to the analysis of school and college leadership and management. The focus is on the informal dimension. Stress on values and beliefs of participants, i.e the human aspects, adds to understanding of value based approach to leadership. It recognizes that school and college development needs to be preceded by attitudinal change is important. Teachers must feel ownership of change if it is to be implemented effectively.

Check Your Progress

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

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

1. Exercise: Read the following passage:

Model	Assumptions
Name the decision making model the Headmaster could use. Write out all possible solutions.	U.P is the largest state of India. In U.P there is a co-education primary school in a village that remains closed for summer vacation. Suddenly during the summer vacation there was a fire in the village. The poor village people lost their homes and came to school for shelter at night. People have been staying in the school since then. But in due course the school is opened. And here in presence of local people how will the headmaster run the school ? And how will he take the decision? He is in utter dilemma.

2. What is the cultural model of decision making ?

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9.5 ADEQUACY OF MODELS IN EDUCATIONAL MANAGEMENT

The six models differ along crucial dimensions but do they provide a comprehensive picture of the nature of management in educational institutions is something to be reflected on . Let us look at the formal model in this context.

Formal model	
Assumptions	Limitations
<i>In Formal model person</i> occupying the top position, say the principal in a college, has the power to lay down policy which has to be implemented by the staff in lower hierarchy	Professional organizations have different ethos with expertise distributed widely within the organization. This may cause conflict between the demands of professionalism and hierarchy.
Formal approach assumes that organizations are relatively stable in structure, Individuals come and go, but it is expected from them to fit into predetermined positions in a static structure.	In real life work environment is more complex and less stable.
All members in an organization accept and work to achieve organizational goal'	There are multiple objectives in education and possible conflict between goals held at individual, departmental and institutional level.

All other models developed as a reaction to the perceived weakness of formal theories. We will be reviewing the assumptions of these models and discuss their appropriateness in decision making in educational management.

Collegial model	
Assumptions	Limitations
Organizational policy is determined through a process of discussion leading to consensus.	A basic assumption of this model is that decisions are reached by consensus. In reality, however sectional interests have considerable impact on decisions. The collegial model of round table decision making does not accurately reflect the actual processes in most institutions' (Baldrige <i>et al</i> , 1978). At times the participatory framework may turn into a focal point for disagreement between different factions.
	Collegial approach of decision making is slow and cumbersome as discussion phase goes on and on, making the process time consuming. Policy proposals have to be approved by a series of Committees. In short, this process requires great deal of patience and time investment.
Power is shared among some or all members of the organization understand the aims of the institutions.	In educational institutions, the participative aspect of decision making exist alongside the structural and bureaucratic components of schools and colleges. Tension may be there between these two modes of management. Another problem may arise if head of the institute say principal, may not be in agreement with the decision that his/her group has made. In such situations s/he may find it difficult to defend decisions/ policies that emerged from collegial process. At school level, collegial processes depend more on the attitude of principal, who has the legal authority to manage the system. On the other hand, its success also depends on the attitude of the staff if they support participation.

Collegiality is an elusive ideal but a measure of participation is essential if schools are to be harmonious and creative organizations (Little, 1990).

Political model	
Assumptions	Limitations
These models assume that in organizations policy and decisions emerge through a process of negotiations and bargaining.	The focus is on formulation of policy while the implementation of policy receives little attention.
	The outcome of bargaining and negotiation are endorsed or may not be endorsed within the formal structure of the school or college.
Goals of organization are unstable, ambiguous and contested.	There is too much emphasis on conflict and a neglect of the possibility of professional collaboration leading to agreed outcomes.
Group /individual interest are prime motivator for action	It does not produce long term commitment to the values and visions promoted by school leaders.

Advocates of political model claim that these approaches are realistic portrayals of the decision making process in schools and colleges. Recognition of interest as prime motivator for action is valid along with concepts of conflict and political model fits their experience of day to day reality in schools. But the less attractive aspects of these models may make these models unacceptable to many educationists on ethical grounds

Political model's stress on the influence of interest groups on decision making may be inappropriate for elementary schools. Teachers' capacity to work in harmony with other colleagues for the benefit of their students is overlooked

Ambiguity Model	
Assumptions	Limitations
This model assumes that turbulence and unpredictability are dominant features of organisations.	Educational institutions are relatively more stable and predictable. In practice they operate with a mix of rational and anarchic processes. Schools and colleges have a number of predictable features. Students and staff are expected to behave in accordance with standard rules and procedures. Timetable regulates the location and movement of all participants. There are clear plan to guide the classroom activities of teachers and pupils. Staff are aware of the accountability patterns, teachers are answerable to principal and principal is answerable to local/ state government.
There is no clarity with regard to objectives and processes.	Specific goals may be unclear but teachers usually understand broad aims of education.
Participation in decision making is fluid as members opt in or out of decision opportunities.	Participants may move in and out of decision making situations but the policy framework remains intact and has a continuing influence on the outcome of discussions.

In this era of constant change, schools are experiencing difficulties in interpreting various messages and in dealing with conflicting signals. The uncertainty arising from external context adds to the ambiguity of decision making.

Subjective Model	
Assumptions	Limitations
Subjective model focuses on individuals within organization rather than the total institution or its subunits.	
Each individual has a subjective and selective perception of the organization. Events and participants in organizations depending on their values, background and experience.	
Organisations are social constructs in the sense that they emerge from the interaction of their participants.	

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

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

3. Read the following passage given below:

Assumption	
Name the decision making model used here.	As per Government of India policy, every Anganwadi should have a kitchen for preparing mid-day meals for children. However, this was not the case in a few villages. There was space constraints and other difficulties that prevented the Anganwadis in these villages to have kitchens. In order to solve the problem, the local government and Panchayat Committee decided to start a Kitchen hub in the area and prepared food will be provided to different Anganwadis by van service. Now the responsibility for implementing the decision rests with the Child Development Project Officer, District Administration Officer, Anganwadi Supervisors as well the local village committee.

4. What is subjective model ?

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9.6 MANAGING AN EDUCATIONAL INSTITUTION : SYNTHESIS OF USEFUL FEATURES OF THE SIX MODELS AS PER THE CONTEXT

The six models differ along crucial dimensions but taken together they do provide a comprehensive picture of the nature of management in educational institutions.

“Organizations are many things at once ! They are complex and multifaceted. They are paradoxical. That’s why the challenges facing management are so difficult . In any given situation there may be many different tendencies and dimensions, all of which have an impact on effective management” (Morgan, 1997).

Enderud (1980), and Davies and Morgan (1983), have developed integrative models incorporating ambiguity, political, collegial and formal perspectives. These syntheses are based on the assumption that policy formation proceeds through four distinct phases which all require adequate time if the decision is to be successful. These authors assume an initial period of high ambiguity as problem; solutions and participants interact at appropriate choice opportunities. This anarchic phase serves to identify the issues and acts as a preliminary sifting mechanism. If conducted properly it should lead to an initial coupling of problems with potential solutions.

Theodossin (1983) links the subjective to the formal or systems model using an analytical continuum. He argues that a systems perspective is the most appropriate way of explaining national developments while individual and subunit activities may be understood best by utilizing the individual meanings of participants.

However, it is certainly possible to postulate different sets of relations participants engage in conflict instead of seeking to achieve consensus. It is perhaps significant that there have been few attempts to integrate the management models since the 1980s.

The multiplicity of competing models means that no single theory is sufficient to guide practice. Rather, managers need to develop “conceptual pluralism” (Bolman & Deal, 1984) to be able to select the most appropriate approach to particular issues and avoid a unidimensional stance: “Managers in all organizations can increase their effectiveness and their freedom through the use of multiple vantage points. To be locked into a single path is likely to produce error and self-imprisonment”.

Conceptual pluralism is similar to the notion of contingent leadership. Both recognize the diverse nature of educational contexts and the advantages of adapting leadership styles to the particular situation rather than adopting a “one size fits all” stance. Appreciation of the various models is the starting point for effective action. It provides a “conceptual tool-kit” for the manager to deploy as appropriate in addressing problems and developing strategy.

Morgan (1997) argues that organizational analysis based on these multiple perspectives comprises two elements:

- A diagnostic reading of the situation being investigated, using different metaphors to identify or highlight key aspects of the situation.
- A critical evaluation of the significance of the different interpretations resulting from the diagnosis.

These skills are consistent with the concept of the “reflective practitioner” whose managerial approach incorporates both good experience and a distillation of theoretical models based on wide reading and discussion with both academics and fellow practitioners. This combination of theory and practice enables the leader to acquire the overview required for strategic management.

Check Your Progress

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

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

5. Read the statement given below :

Name the decision making model used here.	Most of the primary schools in the country are co-educational. It has been observed that in certain pockets parents are not enrolling their girl child in these schools. The survey conducted in this regard stated the cultural taboos inhibiting girl education in co-education context. In that case the percentage of girls students is dismal. Village panchyat members, Area Education Committee and District Education Officer had several meetings and decided to have a separate section in each primary classes for girls in all schools in the area. Recommendation for appointing female teachers and female attendants for girls were also sent to the state government.
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9.7 LET US SUM UP

Individuals, groups or teams make decisions everyday. Some decisions are very important and affect a lot of people whereas other decision are small and affect only one or two people. A decision making process based on data leads to good decisions.

Decision making is a study of identifying and choosing alternatives based on the values and preference of the decision maker. Making a decision implies that there alternative choices to be considered and in such case the decision maker not only identify as many of these alternatives as possible but to choose the one that (a) has the highest probability of success or effectiveness and (b) best fit with the institutional management and so on.

9.8 UNIT END ACTIVITIES

1. Talk to the village committee members in your locality and collect the data to know how they contribute in the decision making process of the village primary school. Prepare a report on it.

9.9 REFERENCES

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9.10 ANSWERS TO CHECK YOUR PROGRESS

1. Refer to section 6.4
2. Cultural model emphasis informal aspect of organizations. Cultural models are manifested by symbols and rituals rather than through formal structure.
3. Refer to section 6.4
4. This model has supplemented the formal theories. It assumes that organisations are social constructs in the sense that they emerge from the interaction of their participants. It focuses on individuals within organization rather than the total institution or its subunits.
5. Refer to section 6.4

UNIT 10 MANAGEMENT OF INTERPERSONAL RELATIONS

Structure

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Interpersonal Relations
 - 10.3.1 Definition
 - 10.3.2 Relevance of Interpersonal Relationship
 - 10.3.3 Interpersonal Relationship in Educational Organisation
 - 10.3.4 Interpersonal Relationship in Educational setup
 - 10.3.5 Teacher-Student Relationship
 - 10.3.6 Affect and Emotions are Important Components of Relationship
 - 10.3.7 Relationships Occur in the Context of Reciprocal Influence
- 10.4 Characteristics of Good Managers in an Educational Organisation
- 10.5 Advantages of Good Relationship
- 10.6 Basic Requirements for Building Interpersonal Relationship
- 10.7 Relationship with Teaching Staff, Administrative Staff, Students and Community
- 10.8 Steps for Developing Positive Interpersonal Relationship
 - 10.8.1 Building Trust
 - 10.8.2 Respecting Rights of others
 - 10.8.3 Demonstrate Confidence
 - 10.8.4 Getting to know the staff members and student well
 - 10.8.5 Empowering others
- 10.9 Vision of Positive Interpersonal Relations
- 10.10 Tools for Measuring Interactions
 - 10.10.1 Observation
 - 10.10.2 Feedback from stakeholders
- 10.11 Improving Interpersonal Relationships
- 10.12 Let Us Sum Up
- 10.13 Unit-End Activities
- 10.14 References
- 10.15 Answers to Check Your Progress

10.1 INTRODUCTION

In the previous units you have learnt the concept, importance and types of decision making and various models which help the institutional head to take decisions along with others. In this unit, we shall discuss the management of interpersonal relationship, its different features, advantages of good interpersonal relations, various steps for facilitating development of positive relationships and tools for measuring interpersonal relationship. Further, the discussion on various aspects that are closely related with the management of an educational set up is also included.

After going through this unit you will be able to-

- understand the concept of interpersonal relationship;
- describe the features of interpersonal relationship;
- define the benefits of good relationship;
- explain the various steps for developing interpersonal relationship;
- describe the tools for measuring the positive interactions;
- analyse your interpersonal relationships effectively, and
- practice them to improve and sustain positive interpersonal relations with others.

10.3 INTERPERSONAL RELATIONS

Interpersonal relationships are social association, connection or affiliation between two or more people. They vary in differing levels of intimacy and sharing, implying the discovery or establishment of common ground and may be centered on something shared in common. Interpersonal relationship is mutual fulfilling of needs. When two people have strong needs and each satisfies the other's needs, there is a positive interpersonal relationship. When two people have weak needs and each do not fulfill other's needs to a minimum level, there is a mild relationship. When each person has strong needs and those needs are not being fulfilled, there is a poor relationship. When either has weak needs and those needs are not being filled, there is a mild relationship, but one is inclined more to the negative side than the positive. The key to good interpersonal relationship is simple, once you understand the role that needs play in augmenting a relationship. When we grow up the relationship begins to take on a new meaning. As we approach others at different levels, it becomes important to put relationship on a mature basis. Interpersonal relationship skills help us to relate in positive ways with our family members and others.

10.3.1 Definition

We as human are fundamentally social beings, and develop interpersonal relations and bond with each other. A basic example is the family. Interpersonal relationship may be explained as a relationship with groups of people, such as the relation between a teacher and his/her students, director with employees, a child with his/her siblings, relatives and family. In a way all relationships involve some level of interdependence. Extent or variation in the relationship depends on many factors. People in a relationship tend to influence each other, share their thoughts and feelings and engage in activities together. Because of this interdependence, anything that impacts one member of the group will have some level of influence on the other member of the group.

Interpersonal relations are long term social associations, connections or affiliations between two or more people. They imply the establishment of common ground and may be centered on something shared in common. We are considering an example of a college principal. He sent a circular to all teachers and staff members to be in time and similarly addressed all students in the orientation programme to strictly adhere to the class and tutorial timings, submit their assignments on time and follow rules and regulations properly. At the same time he communicated that he is open to their ideas and concerns about their problems. It has been observed by all that he is man of few words. Once, Ramesh, a first year commerce student, due to some

family misfortune, was absent for two weeks and could not even give a written request. As per the college rule, he was issued a written notice and teacher concerned refused to listen him in the absence of any proof. He was worried and in desperation met the Principal. Principal listened to him with patience and told him to meet him after two days. Ramesh came to meet him and the Principal welcomed him and apprised him of his neglect of duties. Similarly when, another student absented himself for the same duration on flimsy grounds he was given due penalty. This is an example and you must have encountered similar and different situations in your school/college/institution.

In other words, all relationships share some degree of interdependence. We, as members of a group, develop relationships, try to convince others, share their thoughts and feelings and engage in tasks as a team. This interdependence affects the influence a member will have on other members. Let us go through the cases given below and write down the commonness in their interpersonal relations.

Case-I

Dr. Anupama Yadav and Ms Kamalini Pandit are two faculty members and have been teaching organizational behaviour in a management college. The newly established institution is working from a hired building. Thus lack of space is the main problem faced by faculty members. The building of the institute is under construction. In the present infrastructure all the senior faculty members have been given a single room/cabin. As both of them joined later, they shared a small cabin with basic furniture. There is only one table in the cabin which they share. One day after her class, Kamalini came to her cabin to do her work she found Mrs Yadav books lying on the table as usual. She felt uncomfortable. However, instead of pushing the books aside, she looked at her and requested that she needed more space for her work. The Principal was passing by and heard their interpersonal communication and also observing the situation. He stopped in front of their cabin and encouraged Kamalini's behaviour by smiling and nodding at both as mark of approval acknowledging the way the request was made. He further told Kamalini Pandit, that you made the request very correctly and also politely.

Here we can feel that the cordial relationship with principal and teachers, teachers and teachers and principal with others and vice-versa are very important. And the good interpersonal behaviour and relationship reflect upon the environment of the institution and work for building good rapport among personnel.

10.3.2 Relevance of Interpersonal Relationship

Interpersonal relationship takes place in a great variety of contexts such as family, marriage, friends, work, clubs, neighbourhood, community, organisations, etc. The systematic study of interpersonal relations was largely neglected in earlier times. Then, the attention was focused on aspects of individual in group situations. The contemporary orientation is one moving towards an understanding and analysis of interrelationships among the variables that comprise the total organisational system. The strategic unit of analysis now is not the individual or the situation alone, but person-in-relation. Such, interactional theories grew from reaction to the macro-level focus of structural-functional and conflict theories which focus on the structure and process of organisation. These approaches miss the dynamics of relationships and interaction among the various components of the organisation.

10.3.3 Interpersonal Relationship in Educational Organisation

Till recent times a commonly held assumption was that the central task of teaching is to deliver content to students, who then store that content in their minds for future retrieval and use. The human side of teacher and student was neglected or lost because the major focus of the educational activity then was content delivery rather than creating an interpersonal context that fosters learning. A number of theorists have challenged the “downloading” assumption arguing that learning is constructed rather than merely delivered.

Three prominent features of present educational emphasis also challenged these assumptions.

1. A shift from focus on effective teaching to concern for individual learner’s effective learning.
2. Change from subject focused curriculum to competency focused curriculum.
3. Change from stress on learning outcome to process oriented learning and teaching, giving importance to intellectual improvement, emotional well-being and social responsibility.

In this alternative paradigm students who are exposed to contents and ideas by the teacher will construct meaning from those ideas, connecting them to previous experiences and knowledge, evaluating them and making judgment about them. In such a paradigm relationship becomes important because they provide the context that shapes the construction of meaning and thus the construction of learning.

10.3.4 Interpersonal Relationship in Educational Setup

Inter personal relationship is vital between students and teachers, administrator and teacher, school staff personnel, parents and community members, teachers and fellow teachers for creating conducive learning environment for students. It is important to identify, encourage and sustain behaviour that is associated with the nurturing of interpersonal relationship that encourage students’ overall development.

10.3.5 Teacher – Student Relationship

One of the most important factors governing student learning is student-teacher relationship. A supportive interpersonal relationship between teachers and students has been found to be an important ingredient in the student success. Teachers’ rich knowledge and amicable personality is the basis of harmonious relationship. Within such effective relationship students are willing to disclose their lack of understanding or doubts rather than hide it from their teachers; students are more participative and attentive and thus ask more questions and are more actively engaged.

Pianita (1999) found that emotionally healthy relationships between teachers and students provide students with a sense of security within school setting. It is believed that this sense of wellness promotes exploration and comfort as well as social, emotional and academic competence among students. Birch and Ladd (1997) found that students who had cordial relationship with teachers were better adjusted academically than students with conflicted teacher student relationship. Such relationships have important effect both on learning and on their sense of social identification which can be harnessed by the teacher who attends to the personhood of one student.

10.3.6 Affect and Emotions are Important Components of Relationships

Research on learning and neurobiology suggests that the human brain's centers that process emotions are intimately connected with those that process and store incoming information.

Negative emotions such as anger or anxiety may interfere with the process of learning, because they alter the student's ability to efficiently process information. Similarly, positive emotions may lessen anxiety and lead the student to take more risks and pursue positive learning behaviour such as probing questions, challenging assumptions and testing hypotheses. As emotional bonding is the fundamental aspect of human relationships, the emotional landscape of the student-teacher relationship provides a critically important context for the messages that the teacher is implicitly or explicitly communicating.

10.3.7 Relationships Occur in the Context of Reciprocal Influence

Ideal student-teacher relationships are characterised by qualities such as flexibility, collaboration, mutuality, emotional investment and interdependence.

A central thread to these ideals is the concept of reciprocal influence, meaning that the learning interaction can lead to growth for both student and teacher. Such setting perhaps challenges the traditional roles of teacher as "expert" and student as "tabularasa". All members here take on the role of "knower" as they gather around the subject of learning and interact with each other. This interpersonal relationship embodies reciprocal influence by acknowledging that students bring their own experiences to the learning interaction and, in the process of engaging directly with the subject, the teacher and each other, they may generate new insights not only among themselves but in the teacher as well.

10.4 CHARACTERISTICS OF GOOD MANAGERS IN AN EDUCATIONAL ORGANISATION

The main characteristics of an effective manager are as follows:

- Mutual and constant dialogue
- Mutual concern and respect
- Cordial working relationship
- Mutual trust

10.5 ADVANTAGES OF GOOD RELATIONSHIP

- Stimulates students interest in learning the subject and encourages them to attend classes regularly.
- A positive student-teacher relationship makes students feel happy thus resulting in effective learning outcome.
- A good teacher-student relationship enhances students' motivation and facilitates students' self directed learning.
- The skills and communication learned through good relationship enables students to build up a harmonious relation in dealing with others in society.

- Contributes to emotional well being of all stake-holders.
- Improves self esteem and enhances self confidence of the stakeholders.
- A trusting relationship between managers and stakeholders maximises mutual understanding.
- It intensifies the commitment of all stakeholders to the project of learning.
- Influences students' learning outcome and enhances quality of learning.

Check Your Progress

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

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

1. What is interpersonal relationship?

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2. Mention any two characteristics of interpersonal relationship.

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10.6 BASIC REQUIREMENTS FOR BUILDING INTERPERSONAL RELATIONSHIP

We all want to develop good interpersonal relations with others. A good relationship expects certain skills and behaviour from us. Some of the basic requirement for building good interpersonal relationship is as follows:

- approachable
- encourage more personal interaction and communication with students.
- an open ear to students' personal dilemma and queries.
- show positive attitude towards students and not criticise them in front of peers.
- an effective teacher-student relationship may entail laughing with students, arguing with them, playing with them, counselling them and spending moments of disappointment with them.

However despite being one of the most important factors governing student learning, student-teacher relationship is also one of the most overlooked factor. A big problem that simply deteriorates this student-teacher relationship in addition to adding as extra amount of administrative task as well as classroom management problem is unfortunately the large size of the class.

10.7 RELATIONSHIP WITH TEACHING STAFF, ADMINISTRATIVE STAFF, STUDENTS AND COMMUNITY

A principal has a key role to play in educational administration and management.

An effective administrator demonstrates an appreciation of professional responsibilities and ethical principles associated with leading educational organisation. It is important for the principal to believe in the significance of human relations for effective school management. It is the vitality of human relations that creates an atmosphere that fosters educational management.

For principals, establishing interpersonal relationships entails the ability to collaborate with teaching faculty, administrative staff, students, parents and other stakeholders. This multifarious relationship is a sine qua non for creating a successful educational organization.

It is important to note that occasional confrontations between teachers and students do exist. Ridicule, favouritism, exclusion and deliberate demeaning behaviours exhibited by teachers towards students become a reality in certain situations. In such cases, a savvy administrator with effective interpersonal skills needs to evaluate the situation, devise a plan and make changes for the better by working closely with the students and teachers.

10.8 STEPS FOR DEVELOPING POSITIVE INTERPERSONAL RELATIONSHIP

10.8.1 Building Trust

It takes time to create, nurture and sustain trust. The cornerstone of all relationships and communication is trust. Without trust relationship is compromised. Because trust is critical to the quality of relationships, it is needed by the Principal or head of the institution to set the stage for building trust by demonstrating personal integrity.

In building trusting interpersonal relationship for an educational institutional improvement, teachers need to feel that the Principal is dependable and has necessary skills and knowledge to lead the institution. And for that open and transparent communication is essential. Integrity, authenticity and openness are all dimensions of trust.

10.8.2 Respecting Rights of Others

The Principal or head of the organization needs to recognise and respect the rights of teachers, staff, students and parents. It is essential to maintain confidentiality in all matters relating to students and staff and also not to hurt others by intentionally making false statement.

10.8.3 Demonstrate Confidence

Body language often speaks. It is important for the Headmaster or the Principal to restrain from exhibiting a body language that suggests that he/she is putting a wall between self and others. Staff will develop trust when they see and feel that the Principal expects the same from him/herself as he/she does from each one of them. It is critical that each staff member considers him/her to be upfront and fair in how he/she deals with situations and treat each person.

10.8.4 Getting to know the Staff Members and Students well

A relatively simple way to get to know the staff may be to spend time with them and even occasionally meet them in informal get together on teachers' rest room or lounge. It is important to give a listening ear to them, hereby showing them that you care for them.

10.8.5 Empowering others

Empowering employees is a key factor in managerial and organisational effectiveness. Relationship between teacher empowerment and inter-personal trust in the Principal is highlighted. Principal need to give to the teachers significant autonomy and substantial influence in their work environment. They need to consider strategies that can strengthen teacher's perception of empowerment and reinforce trustworthy behaviour.

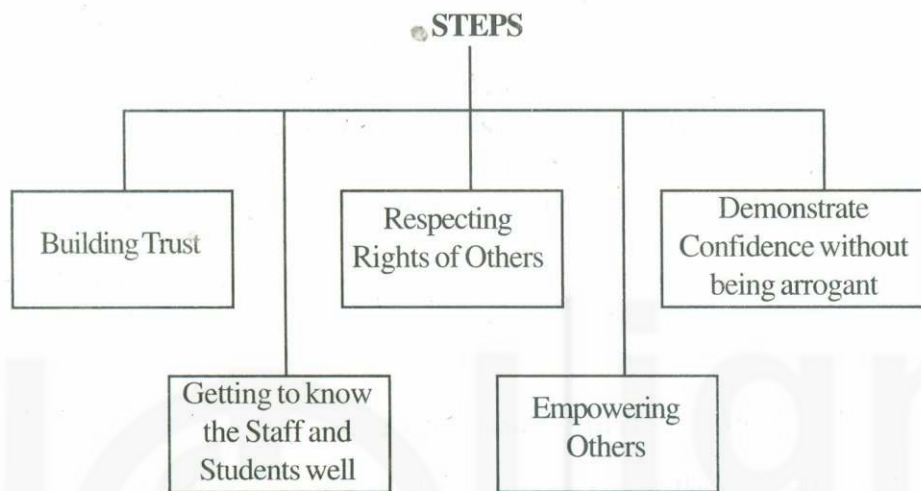


Fig. 10.1: Steps for Building Positive Interpersonal Relationship

Check Your Progress

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

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

3. Mention three basic requirement for building good interpersonal relationship.

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4. What are the steps for developing good interpersonal relationships?

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10.9 VISION OF POSITIVE INTERPERSONAL RELATIONS

An effective educationalist/Principal involved in establishing and maintaining a professional environment needs to model of positive interpersonal relationships. It

becomes essential for an effective Principal or educational head to lead in establishing a vision for what is positive interpersonal relationship, whether the relation is between teacher and student, teacher and fellow teachers, teachers and parents and teachers and other staff.

This (agreed upon by consensus) document can become a written contract among the school personnel that all can sign in agreement. The contract can be used as a reminder and tool for future situation that might call for encouragement towards meeting the goals set forth in the vision for establishing and maintaining positive interpersonal relations.

10.10 TOOLS FOR MEASURING INTERACTIONS

10.10.1 Observation

Observation of how everyone in the institution interacts with each other may reveal the quality of interpersonal relationships that exists in it. The Principal may use an observation schedule that can be used to tally verbal and other behavioural interaction patterns teachers use in their communication with students and others. The observation schedule will have items for both positive and negative teacher remarks and behaviours. A post observation meeting can become a useful tool for administrators as they give feedback to teachers concerning the observed verbal and behavioural messages they may be giving to the students and colleagues and whether the teacher is aware of the connotations of the message they are projecting to the students in their class.

10.10.2 Feedback from Stakeholders

Another useful informational feedback tool that can be used to measure IPR involves the distribution of questionnaire or opinionnaire for collecting feedback from teachers, students and other personnel. The items on the survey can be so written as to collect data pertaining to overall participants' feelings towards their interpersonal relations at work. The survey respondents can remain anonymous in the hope of raising the level of honesty when responding to the feedback form.

10.11 IMPROVING INTERPERSONAL RELATIONSHIPS

Here are few important tips for improving interpersonal relationships. These skills will have significant effect when you are in a new relationship or meet someone for the first time. There are some skills which are mentioned below:

- a. Communicate with people
- b. Greet people
- c. Call people by first name (this is contextual, cultural specific)
- d. Be friendly and helpful
- e. Be cordial with others
- f. Be genuinely interested in people
- g. Be generous with praise
- h. Be considerate

- i. Be alert
- j. Have a good sense of humor.

These are the basic assumptions that help in facilitating interpersonal relationships. But individual comes from varied backgrounds. So interpersonal relationship also varies from individual to individual and differs from situation to situation. It calls for one's resourcefulness and articulation skills to relate with others by using different and appropriate permutation and combination of skills.

Check Your Progress

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

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

5. Name a few skills to improve interpersonal relationships

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6. What are the tools for measuring interpersonal relations ?

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10.12 LET US SUM UP

All relationships involve some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings and engage in activities together. Because of this interdependence, anything that impacts one member in a relationship will have some level of impact on the other members as well. But basically interpersonal relationship depends on the cultural variations of an individual or groups.

10.13 UNIT-END ACTIVITIES

1. Visit to a Parent Teacher Association meeting in a school or an education fair/ conference/seminar and observe the interpersonal relations. Write a report highlighting the points you observed as skills used in improved interpersonal relationships.

10.14 REFERENCES

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10.15 ANSWERS TO CHECK YOUR PROGRESS

1. Interpersonal relationship is a relatively long term association between two or more people. It takes place in a great variety of context, such as family, friends, marriage, acquaintances, work, clubs, neighborhood and churches.
2.
 - a. Mutual and constant dialogue
 - b. Mutual concern and respect.
3.
 - a. Approachable
 - b. encourage more personal interaction and communication with students
 - c. an open ear to students' personal dilemma and queries.
4. Steps are :
 - a. Building trust
 - b. Respecting right of others
 - c. Demonstrate confidence without being arrogant.
 - d. Getting to know the staff and student well
 - e. Empowering others
5.
 - a. Communicate with people
 - b. Greet people
 - c. Call people by first name (this is contextual, cultural specific)
 - d. Be friendly and helpful
 - e. Be cordial with others
6.
 - a. Observation.
 - b. Feedback from various stakeholders.

UNIT 11 CONFLICT MANAGEMENT

Structure

- 11.1 Introduction
- 11.2 Objectives
- 11.3 The concept of conflict
- 11.4 Conflict Management
- 11.5 Styles of Conflict Management
 - 11.5.1 Competing
 - 11.5.2 Avoiding
 - 11.5.3 Accommodating
 - 11.5.4 Compromising
 - 11.5.5 Collaborating
- 11.6 Models of Decision Making
 - 11.6.1 Derr's Model of Conflict Management
 - 11.6.2 Pareek's Model of Conflict Management
 - 11.6.3 Gandhian Model of Conflict Resolution
- 11.7 Techniques of Conflict Management
 - 11.7.1 Negotiation and Bargaining
- 11.8 Let Us Sum Up
- 11.9 Unit- End Activities
- 11.10 References
- 11.11 Answers to Check Your Progress

11.1 INTRODUCTION

In the previous units you have learnt the concept, importance and relevance of interpersonal relationship which helps the institutional head to make and sustain good relations with other personnel. In this unit, we shall discuss the concept and types of conflict management and its different techniques, approaches to understand and resolve or manage conflicts in educational set-ups and organisations. We shall also precede the discussion on these aspects which is closely related with the educational management of an institution.

Students come to school or college or polytechnic or universities or any educational institutions with different ideas, goals, values, beliefs and needs. These differences are a primary strength of a class or a group of students. These same differences, on the other hand, often lead to conflict. Since conflict is inevitable in any interpersonal relationship or among members of any group, it is the duty of teachers to help students. They must have capabilities to manage and resolve conflicts, develop their understanding of conflict and their abilities to manage and resolve conflict. The teachers need to teach the appropriate communication, leadership, trust, decision making, and conflict management skills to students. In addition to this, they have also to act as model for their students and provide motivation to use these skills in order for groups to function effectively.

Here a case is given to show conflict between college warden and a student:

Case- I

Payal, a final year B.A student is residing in a college hostel, does not like to drink milk and the recommended diet by the doctor. The warden Ms Dikshit, of course, is very concerned about her health as she had severe viral fever previous week and lost her appetite as well as weight too. Ms Dikshit wanted her to recover at the earliest so that she can resume her studies. She recovered from viral fever recently and does not have her meals at regular times. Ms. Dikshit is very much worried about Payal as her final examination is scheduled in a month's time and she is a bright student of the college. Lets go through their conversations:

Warden to Payal: No arguments, before leaving for college you will have to finish a glass of milk and eat breakfast.

(Payal instead of drinking milk sulks).

Warden to Payal : Ok, don't have breakfast. You always get your own way. If your mother would have told you, then also you would have not taken it. I am worried about your health like any other parent as I am your immediate caretaker and I can see your health is still not good.

Is there any sort of reason why you do not want to eat the recommended diet along with milk?

Now, Payal gives a couple of reasons. – (a) Bad smell comes from milk. (b) I get bored from the routine diet repeated and your nagging me all the time.

Warden to Payal : It's ok. Let us see and think of other ways to have variety in your meals. But after every week we both will make menu for your diet. I want you to recover at the earliest, so that you can retain your position in the college.

- (a) Identify the conflicts in the given case.
- (b) How did the warden and Payal solve the conflict?
- (c) List out other probable solution(s) for the conflicts
- (d) Suggest the best solution as per your opinion in this situation.

This is just one case. You might have experienced many other conflicts in your personal, professional and social spheres. The present unit revolves round the aspects related to conflicts and their management in educational situations.

11.2 OBJECTIVES

After working through this unit, you will be able to:

- define conflict and conflict management;
- identify different types of conflict management;
- analyse different techniques of conflict management;
- analyse different techniques of stress management; and
- explain various approaches of conflict management in educational institutions.

11.3 THE CONCEPT OF CONFLICT

Conflict may be defined as a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. The concise Oxford Dictionary defines conflict as distress due to opposing of incompatible wishes etc. in a person. For example, a student wants to appear for entrance exams for English Major from two universities and the date of exams is same. The student will be facing a conflict about it as he/she cannot appear for both the entrance exams. He/she needs some guidance or assistance to cope up with it. In other words the individual experiences a conflict due to simultaneous arousal of two or more needs, and he/she cannot satisfy one without denying the other. An individual has several motives to achieve. Sometimes two motives compete with each other and the satisfaction of one of the motives leads to blocking of the other. For example, an individual may like to attend the class to be taken by the teacher whom he likes most or go for a movie which he has been waiting to see. He fails to choose either of the two. This situation creates conflict in the mind of the individual. Conflicting situations create tension and a feeling of restlessness in our mind. In every conflict, the individual experiences certain degree of uneasiness and discomfort. You may resolve conflicts by seeking advice from others or by analyzing and weighing the comparative merits and demerits of conflicting motives. An unresolved conflict is a state of stress and strain for the individual.

An analysis of the definitions of conflict reveals the following assumptions:

- A conflict is more than a mere disagreement. It is a situation in which people perceive a threat-physical, emotional, power, status etc. to their well-being.
- Persons in conflict tend to respond on the basis of their perceptions of the situations rather than an objective review of it. As such, people filter their perceptions through their values, culture, beliefs, information, experience, gender and other variables. Conflict responses are filled with ideas and feelings that can be very strong and powerful guides to our sense of possible solutions.
- As in any problem, conflicts contain substantive, procedural and psychological dimensions to be negotiated. In order to best understand the threat perceived by those engaged in a conflict, we need to consider all of these dimensions.
- Conflicts are normal experiences within the work environment. They are also, to a large degree, predictable and expectable situations that naturally arise as we go about managing complex and stressful projects in which we are significantly invested.
- Creative problem-solving strategies are essential to positive approaches to conflict management. We need to transform the situation from one in which it is my way or the highway into one in which we entertain new possibilities that have been otherwise elusive.

11.4 CONFLICT MANAGEMENT

Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in your environment. Ability to manage conflict is probably one of the most important social skills an individual can possess. Listening, oral communication, interpersonal communication and teamwork rank near the top of skills that are appreciated. When you learn to effectively manage and resolve conflicts with others, then more opportunities for successful team membership are

possible; and you are less apt to practice destructive behaviour that will negatively impact your team. Although conflict may be misunderstood and unappreciated, research shows that unresolved conflict can lead to aggression. Most of us use conflict management skills that we observed when growing up, unless we have made a conscious effort to change our conflict management style. Some of us observed good conflict management, while others observed faulty conflict management. Most of us have several reasons to improve our conflict-management skills.

Faculty members should help students develop their conflict management skills. Most people do not resolve conflicts because they either have a faulty skill set and/or because they do not know the organization's policy on conflict management. All team members need to know their conflict styles, conflict intervention methods, and strategies for conflict skill improvement.

It has been found that issues which can not find easy solution in a courtroom are most likely to be settled at the negotiating table in a face to face in the presence of committee members. The social interactions play a role in finding an amicable solution to many complaints/grievances of students, teachers and often staff members.

11.5 STYLES OF CONFLICT MANAGEMENT

Physiologically we respond to conflict in one or other ways—we want to “get away from the conflict” or we are ready to “take on anyone who comes our way”. Think for a moment about when you are in conflict. Do you want to leave or do you want to fight when a conflict presents itself? Neither physiological response is good or bad—it's a personal response. What is important to learn, regardless of our initial physiological response to conflict, is that we should intentionally choose our response to conflict. Whether we feel like we want to fight or flee when a conflict arises, we can deliberately choose a conflict mode. By consciously choosing a conflict mode, we are more likely to productively contribute to solving the problem at hand. There are several styles of conflict management that people use, some of which are more effective than others. Below are five conflict response modes that people use typically. None of these modes is wrong to use, but there are right and wrong times to use each.

Now we are discussing the components of styles of conflict management:

11.5.1 Competing

This is a power oriented mode, in which one uses whatever power seems appropriate to win one's own position: one's ability to argue, one's rank or economic status. Competing might even mean standing up for your rights, defending a position which you believe correct, or simply trying to win. The skills involved in this style include:

- Arguing or debating
- Using rank or Influence
- Asserting your opinions and feelings
- Standing your ground
- Stating your position clearly.

This style, however, can appropriately be used when quick action needs to be taken, when unpopular decisions needs to be made, when vital issues must be handled, or when one is protecting self-interest.

11.5.2 Avoiding

Many times people avoid conflicts out of fear of engaging in a conflict or because they do not have confidence in their conflict management skills. This style is appropriate when you have issues of low importance, to reduce tension, or when you are in a position of lower power. The skills involved in this style include:

- Ability to withdraw.
- Ability to leave things unresolved.
- Ability to side step issues.
- Sense of timing.

11.5.3 Accommodating

This style is opposite to competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerned of the other persons. There is an element of self-sacrifice in this mode. This mode is appropriate when you are to show reasonableness, develop performance, create good will, or keep peace. Some people use this mode when the issue or outcome is of low importance to them. The accommodating skills are:

- Forgetting your desires
- Ability to yield.
- Selflessness.
- Obeying Orders.

11.5.4 Compromising

Compromising can be defined as “giving up more than you want”. Some define it as both parties winning. Compromise mode is appropriate when you are dealing with issues of moderate importance, when you have equal power status, or when you have a strong commitment for resolution. Compromising mode can also be used as a temporary solution when there are time constraints. The skills involved in compromising include:

- Negotiating
- Assessing value
- Finding a middle ground.
- Making concessions.

11.5.5 Collaborating

This style is opposite to avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It means digging in to an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns. This is clearly the most effective approach of conflict management. Collaborative mode is appropriate when the conflict is important to the people who are constructing an integrative solution, when the issues are too important to compromise, when merging perspectives, when gaining commitment, when improving relationships, or when learning. The collaborating skills are:

- Active listening
- Identifying concerns
- Non-threatening confrontation
- Analyzing input.

Check Your Progress

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

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

1. What is conflict management ?

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2. What are the styles of conflict management?

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11.6 MODELS OF DECISION MAKING

Let us go through the models of conflict management :

11.6.1 Derr's Model of Conflict Management

Derr's model is known as contingency model of conflict management , which suggests three major strategies, viz. power play; bargaining, and collaboration. Power Play is used to deal with conflicts through striking balance between competing forces. This strategy works well with people who are well versed in using power tactics. Bargaining works fine when parties are interested in showing power and is used as a mechanism to allocate scarce resources and usually invoked for arriving at a formal agreement. Bargaining is also effective in the situations where parties in conflict use either collaboration or power play and fail to arrive at an agreement. Derr suggested that collaboration is best suited when relationship between the parties is of interdependent nature, cost of unresolved conflict is very high and organization supports the open expression of disagreements and working through the same.

The two variables, namely in-group integration and criticality of conflict issues seem to influence choice of strategies and may vary from low to high. If the group is not well integrated, negotiation may not be the appropriate strategy to be used. If the group is internally divided, the group conflict may further worsen under the threat of other group. As the two variables approach high, approach strategies of conflict management may become more relevant and eventually parties may move towards negotiation. Movement towards negotiation may be through compromise or through third party intervention that can facilitate the process of negotiation. Adoption of negotiation may be a gradual process and parties may take their own time to understand the procedure towards that.

11.6.2 Pareek's Model of Conflict Management

Udai Pareek proposed a contingency model of conflict management strategies which consists of avoidance-approach style of conflict management. This model is based on three variables:

1. Mode of conflict management: Avoidance vs Approach mode
2. Reasonableness of the out-group: Open to reason vs Unreasonable.
3. Interest in peace: Interested in peace vs Belligerent.

A combination of three variables results in eight styles of conflict management – Four avoidance styles and four approach styles.

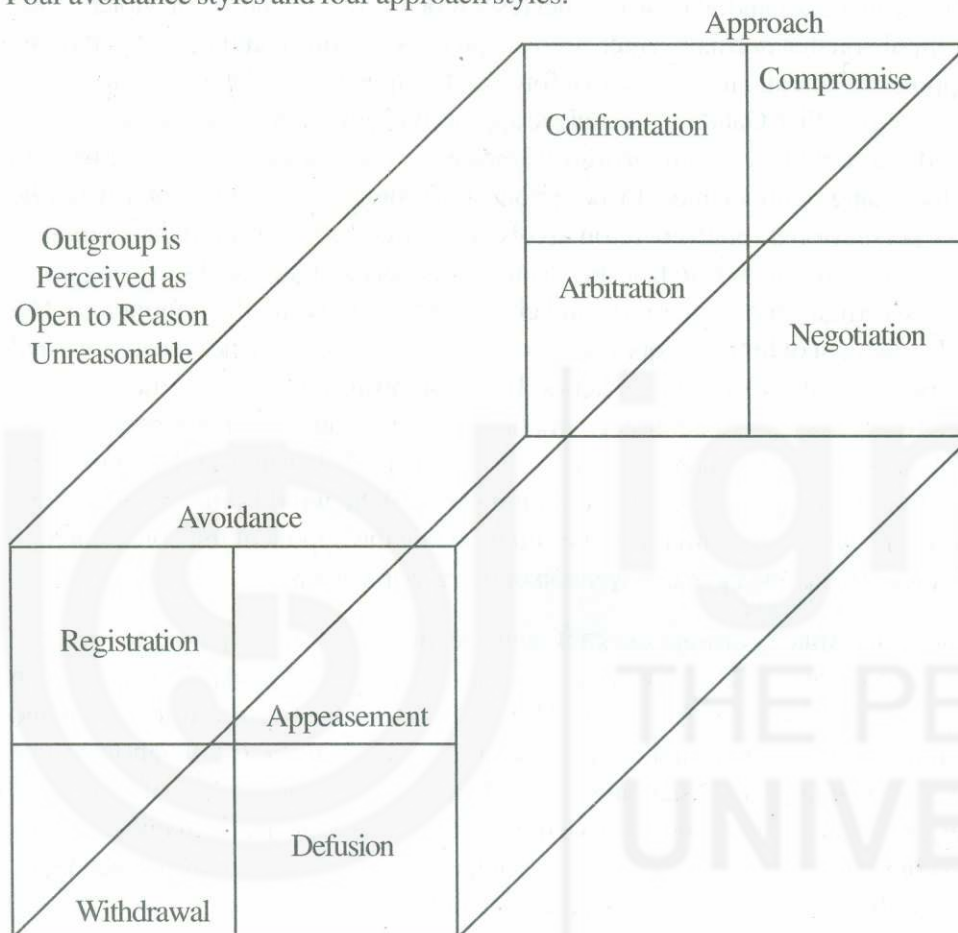


Fig.11.1: Approach-Avoidance Styles of Conflict Management

Avoidance Styles

Extreme avoidance of conflict happens when the out-group is belligerent and unreasonable, resultant approach is sense of helplessness. However, if the out-group has perceived interest in power, avoidance takes place so that there is minimum opportunity for interaction. However, when out-group is perceived as open to reason, avoidance takes a positive form: withdrawal from the conflict. If both groups are interested in peace, they may suppress the conflict and hide hurt feelings and losses. In such situation, i.e. under avoidance mode no conflicts get resolved.

Approach Styles

Conflict management may vary from very aggressive approach to a very positive and constructive approach. If in-group perceives the out group both as opposed to its interest and unreasonable, in-group members fight for solution in their favour.

Blake and Mouton called this 'win-lose trap'. This is where parties use confrontation style. If out-group is perceived as unreasonable but interested in peace, compromise is used. When out-group is perceived as belligerent but open to reason, arbitration or third party intervention is considered appropriate. When parties are reasonable, having their own interest and keen to arrive a peaceful solution, negotiation will be the most appropriate strategy.

11.6.3 Gandhian Model of Conflict Resolution

Gandhiji experimented with truth and non-violence throughout his life and used them as weapon to make India free from the subjugation of British rule. He has provided a technique of conflict resolution which is based on the principle that psychological change in parties underlies all conflict resolution. It rests not on threat, violence and compulsion that normally enters into the process, but on changing the heart of the opponent. Threat, violence, use of force and subjugation of the opponent seldom resolve a conflict. Gandhiji's technique appears the only rational alternative. Ahimsa used in a conjunction with *satyagraha* means the exercise of power or influence to effect change without injury to the opponent. Through various stages of *satyagraha* like persuasion through coercion involving non-cooperation, civil disobedience, *boycott*, *dharana*, *hartal*, fast and so on. Gandhian technique seeks to bring about a transformation of perception and change of heart among the opponents. The other element of his technique consists of ahimsa which in essence means love and respect for others. It implies action based on refusal to do harm and a state of positive love. The whole strategy implies not only a state of harmlessness, but also a more positive love and respect for one's opponent. When non-violent *hartal* and other methods of persuasion would not succeed, he would often resort to self-suffering which so dramatized the situation that the opponent felt constrained to change. It was a very potent weapon of moral persuasion.

The entire strategy presupposes a "Commonality" between the parties involved in the conflict. It entails a state of empathy or mutual sharing of experiences both on the cognitive and affective levels. Though temporarily there is estrangement and conflict, if a state of mutual sharing and commonality is there, the use of right technique can lead to mutual understanding and ultimately to the resolution of conflict without resorting to violence or destructive measures. When change of perception occurs on both sides, which results from the various processes unleashed by the technique, the conflict gets resolved without coercion or force.

Gandhiji utilized the technique not only for settling labour-management and other kinds of interpersonal disputes, but recommended its use for resolving international conflicts too. Many like Martin Luther King have adopted the technique for protest against social injustice, nuclear armament and so on. The main strength of his technique lies in its being based on positive effect where hatred, bitterness and rancour are all but absent. Its essence lies, not in threat or violence or physical compulsion, but in change brought about in opponents through moral persuasion. It emphasizes that through the cultivation of right kind of psychological attitudes, the forces of destruction and war can be conquered, and conflicts resolved to the satisfaction of all concerned. In this kind of conflict resolution, there is no winner and no loser.

11.7 TECHNIQUES OF CONFLICT MANAGEMENT

11.7.1 Negotiation and Bargaining

Negotiation is one of the most used techniques for resolving a conflict in our daily life. Here, the two parties confer with one another with a view to bringing about a

compromise, an agreement or settlement of the dispute. Its outcome may be a temporary cessation of conflict or a lasting solution.

In a negotiation, the parties in conflict come together, discuss and argue about the terms of compromise that would lead to the resolution. In some cases, the parties concerned directly confer with one another. In other cases, and more frequently so, negotiation is carried out through the representatives of the parties.

In all negotiations certain amount of bargaining takes place concerning the terms of settlement. Bargaining involves three factors (1) parties in conflict have divergent interests, (2) there is some form of communication, direct or through representatives between the parties, and (3) there is give and take between the parties, i.e., the parties make provisional offers or concessions for the resolution of the conflict. Each party tries to extract as much advantage for self as it possibly can. This is usually sought to be achieved by getting the most from the opponent and conceding as little as possible. For this, various types of bargaining strategies are employed. Social psychologists have studied these experimentally and have determined how they affect the resolution of the conflict. The literature in this area is rich and extensive, and it is not possible to go into the details. A few major points only are indicated briefly.

The "studies" have analysed how the behaviour of one party affects the other as well as the outcome of negotiation, and how bargaining strategies develop. The party, to begin with, may take a very tough stand and make strong demands on the other party. Or, it may take a "soft" line initially. We frequently observe these in negotiations between the students and the university administration in settling a campus dispute. Studies have revealed that from a bargaining point of view, it is better to begin by making highly discrepant offers to very strong demands. Thereby, one is likely to get more concessions from the opponents rather than beginning with offers that are felt to be completely fair and moderate. However, taking a very strong initial position may lead to the breakdown of the negotiation. On the other hand, making very generous concessions in the beginning may be interpreted by the opponent as a sign of weakness, and he/she may, as a result, assume a tough stand.

The effect of making initially very small concessions and taking a tough stand or its reverse on the behavior of the opponent and the outcomes of the negotiation have been studied. In fact, how the behaviour of the opponent in a negotiation affects the bargaining process, has received special attention of the researchers. A fact that seems to emerge is that of norm of reciprocity, which has already been discussed. It appears that seems to emerge is that of norms of competition begets competition, and cooperation begets cooperation. In general, research of bargaining and concessions indicates that the best strategy involves reciprocating opponent's cooperative behaviour with small concessions. Failure to make any concession is likely to result in a breakdown of negotiations. On the other hand, making large, unconditional concessions is likely to lead to exploitation unless a clear explanation of the reasons for the concession is given. It is this aspect which Osgood (1962) had in mind when he suggested the 'GRIT' strategy for the resolution of international conflicts.

An aspect that affects all negotiations is the element of how much time is available for bargaining. If time is of no concern, the parties tend to fill up the available time. Studies indicate that time pressure leads to faster concession from the negotiating parties. However, if time pressure is sought to be put by one party on the other in a negotiation, it must be perceived as real, otherwise it loses its credibility. This is so evident in most cases of negotiations with the hijackers of aeroplanes when their

threat (to take drastic action if within the given time their demands are not conceded) is not carried out. If nothing happens, and the time is extended, the credibility of time pressure is lessened. In fact, time pressure can sometimes backfire. It may give rise to threat and coercion. Thus, if a student union negotiating with the vice-chancellor has put a time limit by which the negotiations have to succeed, the administration, feeling that the time is about to run out and violence may occur on the campus, may pre-empt it by calling the police and getting the ring leaders put in prison.

Check Your Progress

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

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

4. Mention the techniques of conflict management ?

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11.8 LET US SUM UP

There is nothing innate about a conflict. Much of it can be manipulated and controlled. Though threat and violence are frequently used in resolving a conflict, they usually help only to suspend it. Threat-counter-threat serves to widen it and creates a kind of conflict spiral. As against the techniques that rely on use of threat, force and violence, the Gandhian technique of conflict resolution rests on changing the heart of the opponent through the use of various methods of non-violent persuasion that **ahimsa** and **satyagraha** embody. The entire technique is based on non-injury to the opponent, and love, and had been utilized by Gandhian technique. There are no losers but only winners in the conflict and it is in consonance with the principle that since disputes first generate in the minds of men, the first defense against them have also to be constructed in the minds of men.

11.9 UNIT –END ACTIVITIES

1. Suppose you are a student in an institution and you found that there is a conflict between the college students and faculty on some genuine demands. What relevant aspect and situations do you feel the students should take so that college principal accepts their demands?

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11.11 ANSWERS TO CHECK YOUR PROGRESS

1. Causes or sources of organizational conflict can be many and varied. The most common causes are the following:
 - a. Scarcity of resources (finance, equipment, facilities, etc)
 - b. Different attitudes, values or perceptions.
 - c. Disagreements about needs, goals, priorities and interests.
 - d. Poor communication
 - e. Lack of team work
 - f. Lack of clarity in roles and responsibility.
2.
 - (i) Competing
 - (ii) Avoiding
 - (iii) Accommodating
 - (iv) Collaborating
3.
 - a. Derr's Model of Conflict Management.
 - b. Pareek's Model of Conflict Management
 - c. Gandhian's Model of Conflict Resolution.
4. Negotiation and Bargaining.

NOTES



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