M.A. EDUCATION
SEMESTER - III (CBCS)

EDUCATIONAL MANAGEMENT AND LEADERSHIP

SUBJECT CODE : EC- 4

CONTENTS

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Theory: 60   Internals: 40   **Total Marks 100**

Total Credits = 6

Course Objectives

- To understand the Management of Education

- To understand the Leadership in Education

- To understand Human Resource Management in organization

- To understand the importance of Management and Mentorship

- To understand finance management in Education

Module I: Management of Education and Leadership   (Credits 2)

Unit 1:Management of Education

a)   Management of Education: Concept, Scope, Need and Objectives and Functions of Management,

b)   Educational Manager: Functions, Mintzberg's Managerial Roles, Competencies and Skills, Managerial Ethics

c)   Efficiency, Effectiveness and Performance of a Manager, Impact on Management of Education in Private and Self-financed Educational Institutions.

Unit 2: Leadership in Education

a)   Leadership in Education: Concept of Leadership, Characteristics, Leader and Manager, Effective and Successful Leader

b)   Approaches to Leadership: Trait, Transformational, Transactional, Psycho-dynamic, Charismatic, Social.

c)   Golman's Leadership Styles: The pacesetting leader, the authoritative leader, the affiliative leader, the coaching leader, the coercive leader anddemocratic leader.

Unit 3: Human Resource Management in Organizations

a)   Human Resource Management: Meaning, Nature, Objectives, Scope, Job analysis.

b)   Staff Development : Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development

c)   Organizational Development: Components of OD process.

Module II: Management and Mentorship (Credits 2)

Unit 4: Managing People

a) Conflict Management: Concept & Meaning of Conflict and Conflict Management, Types of Conflict (Interpersonal conflict, Intrapersonal conflict, Intragroup conflict, Intergroup conflict and Conflict between an individual and a group), Causes of Conflict, Strategies of Conflict Management.

b) Anger Management: Sources of Anger, Strategies for handling Anger

c) Time Management: Obstacles to Time Management, Strategies for Effective Use of Time, Maintaining Relationships with Boss.

Unit 5: Mentoring Mentorship

a) Mentoring: concept of mentee and mentoring ,principles ,need and significance

b) Models of mentoring : One on –one Mentoring, Peer Mentoring, Group Mentoring, E-Mentoring, Speed Mentoring And Reverse Mentoring

c) Mentoring Skills and Role of mentor in Education

Unit 6: Finance Management in Education

a) Financial Planning : Objectives and Need for Financial Planning

b) Concept of Budget and Budgeting, Revenue Generation Strategies in Education.

c) Cost Management: Meaning and Types of Costs, Cost Benefit Analysis, Cost Effective Analysis

Module 3: Internal Assignment: (Credit 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

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MODULE - I

1A

MANAGEMENT OF EDUCATION

Unit Structure

1A.0 OBJECTIVES

After going through this unit, learner will be able to:

- Explain the concept of management

- State the objectives of management

- Explain the concept of management of education

- Describe scope and need of management of education

- State the objectives of management of education

1A.1 INTRODUCTION

Humans have unlimited wants but the resources are very limited in supply. Complete satisfaction is very important for the smooth functioning of the society. Thus, these resources have to be managed by humans in such a way that it will fulfill all their wants, desires and needs. Management helps in this. It helps in managing all resources available in such a way that it gives complete satisfaction to human beings.

1A.2 CONCEPT OF MANAGEMENT

The term 'management' has been used in different ways. Sometimes it refers to the process of planning, organizing, staffing, directing, coordinating and controlling, at other times it is used to describe it as a function of managing people. It is also referred to as a body of knowledge,

a practice and discipline. There are some who describe management as a technique of leadership and decision-making while some others have analyzed management as an economic resource, a factor of production or a system of authority. To understand the term of management, let us have a look at the definitions:

"The art of management has been defined, 'as knowing exactly what you want men to do, and then seeing that they do it in the best and cheapest way.'" (Taylor, 1911)

Management is the art of getting things done through and with people in formally organized groups, the art of creating an environment in such an organized group where people can perform as individuals and yet cooperate toward attainment of group goals, the art of removing blocks to such performance, the art of optimizing efficiency in effectively reaching goals." (Koontz 1961)

According to Follett "Management is the art of getting things done through others." Follett describes management as an art of directing the activities of other persons for reaching enterprise goals. It also suggests that a manager carries only a directing function.

Management can be defined as the process of planning, organizing, directing, and controlling organizational resources (human, financial, physical, and informational) in the pursuit of organizational goals." (Dunham & Pierce 1989)

According to J.D. Mooney and A.C. Railey "Management is the art of directing and inspiring people." Management not only directs but motivates people in the organization for getting their best for obtaining objectives.

According to Henry Fayol "To manage is to forecast and plan, to organize, to command, to co-ordinate, and to control." Fayol described management as a process of five functions such as planning, organizing, commanding, coordinating and controlling.

MANAGEMENT = MANAGE + MEN + T (TACTFULLY)

The word management has three different connotations. It is used as a noun, as a process and as an academic discipline.

Management as a noun:

The word management itself is a noun. There are various kinds of employees in an organization, where some are involved in managerial function and some are involved in operating functions. The individuals who manage the organization and departments are called as managers. In the field, as a noun the term management is used as single name of managers, board of directors, managing directors, departmental managers etc. Thus, management involves conceiving, initiating and bringing together the various elements; coordinating, integrating the diverse components in the organization while Theo Haimann Concept of

Management Process Noun Discipline sustaining the feasibility of the organization towards some pre-determined goals. Therefore, it is an art of getting things done through & with the people in formally organized groups.

Management as a process:

Management as a process includes planning, controlling, coordinating, motivating, and staffing. All these are interrelated sequential functions. Thus, management is the efforts of the members of the organization to accomplish the organizer's objectives.

Management as an academic discipline:

As a discipline, management is a specific branch of knowledge which is studied in campuses and schools like economics, sociology, mathematics, political science etc. Experts and researchers feel that the information gained through this discipline helps in practical life for better functioning thereby increasing the scope of management as a discipline.

1A.3 OBJECTIVES OF MANAGEMENT

Proper Utilization of Resources:

The main objective of management is to use the available resources of the enterprise in a most economical way. The proper use of human and material resources will help a business to earn profits to satisfy various interests. In any business, the proprietors will want more returns on their investments while employees, customers and public will expect a fair deal from the management. All these interests will be satisfied only when the resources of the business are judiciously utilized.

Improving Performance:

Management should aim at improving the performance of each and every factor of production. The environment should be so congenial that workers are able to give their best.

Mobilizing Best Talent:

The management should employ persons in various fields so that better results are possible. The better pay scales, proper facilities, future growth plans will attract more people in joining the organization.

Planning for Future:

The management should not feel satisfied with today's work if it has not planned for its future. The future performance should depend upon the present planning. Thus, planning for future is essential to help the organization grow. The terms "administration" and "management", are frequently used synonymously. It is also observed that the term "management" is generally identified with private sector organization but, the term, "administration" on the other hand, is used with reference to

public organizations. Essentially, there is no difference between management & administration. Every manager is concerned with both - administrative management function and operative management function as shown in the figure. However, the managers who are higher up in the hierarchy denote more time on administrative function & the lower level denote more time on directing and controlling worker's performance i.e. management.

1A.4 CONCEPT OF MANAGEMENT OF EDUCATION

The field of management of education is of recent origin. An educational institution has a very special environment. It differs from the other organizations such as office, corporations and business etc. The field of management of education is of recent origin especially in India. Management of an educational institution requires sensitive skills concerning students and young generations wide range of academic activities concerning teachers as well as the administrative and managerial activities concerning principals, supervisors and head of the institutions.

Management of education is the process of planning, organizing, directly and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

In management of education, when we consider management as a noun there are leaders who are appointed as principals or heads of the department who are responsible for handling different activities of the institution for smooth functioning of the institution. When we consider management as a process there are various activities which are expected to plan and organize such as carrying out admission process, appointing teachers for the academic year, conduction of examination, organization of various curricular and co curricular activities through out the year, design and develop plan and strategies for achievement of goals and objectives of the institution etc. For effective and efficient functioning of the institution, managers need to have substantial knowledge of management and resources that is human, infrastructural and finance. Management of education not only focuses on teaching and learning but also extension work and researches. Teaching learning starts with planning and it goes till evaluation. Even research work requires all the management processes. Education institutions are expected to reach to community through extension work. The extension work leads to development of society. Societal feedback help the education system to bring about positive changes. Education and society are interdependent. Education influences society and society influences education. As per the demands of the society changes should be brought about in the society. Then the products of education system i.e. students are absorbed in the economy which is part of society. Therefore, in management of education we give importance to extension work along with teaching learning and researches.

1A.5 SCOPE OF MANAGEMENT OF EDUCATION

The scope of education management is very wide. At macro level it encompasses implementations of policies at the national, state and local level to admitting students to different academic programs, appointment of teachers and non teaching staffs, implementation of curriculum laid by nation and state, monitoring of activities carried out at national, state, district and local levels to management of education at the institute level (micro level).

It encompasses concepts from different disciplines including role of bureaucracy from sociology, personality, stress and interpersonal relationships from psychology as well as various other concepts from education, management and other behavioral and social sciences.

Its scope includes history and theories of management science, roles, responsibilities, skills and functions of educational manager. It also deals with managerial and institutional effectiveness.

It enable us to study the meaning, nature, objectives, principles of education management, process of various functions of a manager such as planning, organizing, staffing, controlling, directing, coordinating, reporting, budgeting etc.

It includes a study of educational planning at the macro i.e national level, its goals, principles, approaches and procedures and at the micro level institutional planning and administration.

Moreover it also includes a study of how to make decisions and solve problems, how to supervise and inspect, communicate , manage information, conduct staff meetings, build effective teams, motivate the staff and students, manage conflict, stress and time, develop conducive institutional climate and culture, manage changes in the organization etc.

The knowledge of these aspects enables a principal/ head to enhance the quality of education thereby helping the institution to achieve its goals and objectives.

1A.6 NEED FOR MANAGEMENT OF EDUCATION

Indian society is extremely diverse in nature. It is witnessing changes in social, economic, political, technological and cultural fields and education is expected to be responsive to these changes.

Due to globalization, cultural, technological and societal changes that are taking place at various parts of the world. These changes are influencing education system too therefore there is need to change the education system.

In order to understand and address these changes we need to make change in our education system. The system of education is expected to provide society with human resources with specialized knowledge, attitude, work

ethics and values, expertise and skills so as to sustain and enhance this development.

This places demand on education to make its curriculum more relevant to the life and needs of a changing society in an effective and efficient manner. The system of education therefore needs to be more dynamic so as to contribute towards accomplishment our national development goals. It is also expected to enable students to bring about desirable social change at the same time preserving the positive aspects of the existing culture.

We have students from different cultures in a school. There is cultural diversity in the classrooms. Each student carries the family culture to school. The family culture definitely has the effect on personality, values and belief of students. The socio economic background of the child has effect on his / her academic achievement. In such a situation there is a need to make changes in teaching learning process. Do we need to change the mental set up, beliefs and attitude of the teachers ? Do we have to think in wider perspective as a global citizen ? Are the objectives of school education meeting the gaps between local and global ? In order to answer these questions and reflect on ourselves, education management proves to be helpful. It helps in identifying the needs of teachers, students and society.

The purpose of educational management at institutional level is to create a congenial environment for the attainment of aims and objectives of educational system in particular and those of the country in general. Scientific and systematic management of educational institution is expected to bring about qualitative changes in the educational system.

The system of education needs to be more dynamic to provide the society with human resources that has specialized expertise and skills, values, attitudes, professional ethics so as to sustain and enhance the national development.

We need to make our education system more proactive rather than reactive by using and applying principles and techniques of management science. We need a forward looking planning for our education system at the institution level. We need to know how to use our scarce resources in optimum and most effective and efficient manner and this is possible with proper management of education.

In today's complex scenario of education, therefore knowledge of education management is an absolute necessity.

1A.7 OBJECTIVES OF MANAGEMENT OF EDUCATION

Achievement of institutional goals and objectives:

Educational management brings all the components of an educational programme into harmonious and fruitful relationship for the purpose of

successfully achieving the underlined objectives. It helps to satisfy the individual goals of employees with the overall goals of the institution.

Planning, organizing and implementing institutional activities:

Education management involves planning organizing, implementing and controlling institutional activities which further helps in achievement of institutional goals and objectives. It enhances efficiency and reduce the wastage of resources and brings order in the working of an institution.

Create, maintain and enhance good public image of an institution:

The mushrooming of educational institutions makes it imperative to create and maintain good image of the institute in the public. People today are more conscious of the brands and expect quality work for the money spent. The same philosophy is applied in the educational institutions. Bad public image may lead to less admissions which further creates threat for the sustainability of the institute.

Maximum utilization of human and material resources:

Resources are always scarce so it becomes imperative to use it wisely so as to get maximum utilization of those resources. There are institutions who always face the dearth of teaching and non-teaching staff. In such situations, managing the available human resources becomes very crucial. The planning for spending the money, proper budgeting, and getting the optimum out of the finances available is one of the major aspects of the educational institutions. The quality of the equipment's purchased and its maintenance has to be managed regularly so that it will produce maximum output.

Enhancing the efficiency of the institution:

Due to rapid advancement and change survival in today's competitive world necessitates to maintain and enhance the efficiency of the institution. Proper monitoring and supervision is necessary which will be possible by delegating the work to individuals or groups to perform with resources necessary for its execution. Controlling and monitoring is necessary for checking whether the performance is in accordance with plans or not. Establishment of performance standards based on the objectives, measures, and reports is necessary to compare actual performance with the goals and objectives and if it not meets the goals and objectives then taking corrective or preventive action as necessary. This enhances efficiency of the institution.

Create and maintain a congenial climate:

Organizational climate is the result of combination of elements that affects the way team members perceive their workplace. Organizational climate can be affected by motivation, delegation, authority, feedback and attitudes of the people working in the organization. Creation of conducive climate is necessary for organizational growth and development. Congenial climate makes people feel motivated and boosts their morale

this in return enhances their productivity which ultimately benefits the institution.

Improve interpersonal communication among members of the organization:

Generally it is observed when people work as a team in the initial phase there happens to be some conflicts among the members with respect to their opinions and working style. Such conflicts if not resolved at the right time may lead to loss of productivity. It is important to mange interpersonal conflict, stress and time effectively. It is possible by improving interpersonal communication among the members.

Understand the roles and responsibilities:

Delegation of tasks and duties is one of the an important aspect of the educational management. Ensure that the right person is in the right place. Proper roles and responsibilities will lead to less stress and chaos among the staff.

Job Satisfaction:

By the end of the day one of the most important aspect for any employee is job satisfaction. If the employee is not satisfied with the work environment then it will affect performance of the institute which ultimately create obstacle in achieving goals and objectives of the institution. It is necessary to recognize the efforts of the people and accordingly encourage and reward them for their performance.

1A.8 LET US SUM UP

The word management has three different connotations. It is used as noun, as a process and as an academic discipline. Management as a noun means thinking of an individual who is holding some position hence the person is considered as a manager. When we consider management as a process we think about different functions of management i.e. planning, organising, staffing, delegating and controlling. These functions of management are important part of organisation. Each process has certain steps to be followed. Each process has some merits as well as limitations. All these processes are interlinked.

When we think management as discipline it is considered as substantive body of knowledge. When it is considered as a separate discipline, we are focusing on different theories, concepts, processes and procedures of management.

Management of an educational institution requires sensitive skills concerning students and young generations wide range of academic activities concerning teachers as well as the administrative and managerial activities concerning principals, supervisors and head of the institutions.

Indian society is diverse in nature. It is witnessing changes in social, economic, political, technological and cultural fields and education is expected to be responsive to these changes.

Due to globalization, cultural, technological and societal changes are taking place at various parts of the world. These changes are influencing our education system too therefore there is need to understand and address these changes. We need to make change in our education system as per the change happening in our society so that we can meet diverse needs of our stakeholders and improve our education system.

1A.9 UNIT END EXERCISE

Q.1 Find the correct answer.

1. A successful criteria for effective school management is ………

    A. Planned target

    B. Improved performance

    C. Stress on future performance

    D. Reward

2. Management of education is necessary because there is …………

    A. Change in the society

    B. New advancement in technology

    C. Increase in demand for education

    D. Change in system of education

3. Which one of the following is NOT the objective of education management ?

    A. Achievement of goals of an organization

    B. Create and maintain congenial environment

    C. Advancement in science and technology

    D. Change in system of education

Q.2 Answer the following.

1. What is Management?

2. What is Management of Education?

3. Enlist objectives of Management and Management of Education.

4. Explain scope of management of Education.

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ROLE AND FUNCTIONS OF AN EDUCATIONAL MANAGER

Unit Structure

1B.0 OBJECTIVES

After going through this unit, learner will be able to:

- Explain Mintzberg's Managerial Roles

- Discuss Functions of a Manager

- Discuss Skills of a Manager

- State Competencies Required for a Manager

- Explain Managerial Ethics

1B.1 INTRODUCTION

Manager has to perform various roles in an organization. Knowledge, attitude and job conduct of principals of school and managers of educational institutes is not rooted from their specialized and professional knowledge needed to take this position but it needs training. Thoughtful and efficient principals in school help in improving job satisfaction of teachers, establishment of link with parents of students, strengthening PTA association, optimum utilization of resources and improving the quality of education. Principal needs to understand what different roles he has to play as educational manager, what are the expectations from each role and how effectively these roles can be played.

Different management theories explain roles of a manager in different ways. According to Fayol, a manager is a coordinator of various resources through the function of planning, organizing, commanding, and controlling. Behaviourist theorists look at managers as a team builder. Management scientists view managers as a decision maker. Contingency

school considers a manager as a mediator between organization and environment.

The position of the Education manager in an education institution is like that of a captain in a ship. He or she provides educational leadership to teachers, administrative officials of education institutions in the development and coordination of educational programs and also oversees educational research aimed at providing new directions for the educational system.

1B.2 MINTZBERG'S MANAGERIAL ROLES

Professor Henry Mintzberg an internationally renowned academic and author on business and management. According to him, being a leader in any organization is a complicated and challenging task that can take on a variety of forms depending on the needs of the organization and the people that are being led. Any given manager may be asked to complete a variety of tasks during a given day depending on what comes up and what problems need to be solved.

This is the general idea behind Mintzberg's Management Roles. These ten management roles were published as part of Mintzberg's book in 1990, and they cover the spectrum of tasks and responsibilities that a manager must take on at one point or another.

Mintzberg described these ten roles of a manager under three major categories.

I.   Interpersonal Role

II. Informational Role

III. Decisional Role

I. Interpersonal role:

Interpersonal roles are the role played by a person to interact with others properly. While playing the interpersonal role manager greets visitors such as parents, board teams, educational officers etc. These roles involve the behaviours associated with human interactions. In other words, interpersonal roles are those roles that allow a manager to interact with his/ her employees for the purpose of achieving organizational goals. Interpersonal roles cover the relationships that a manager has to have with others. The managerial roles in this category involve providing information and ideas.

Interpersonal roles are grouped into three roles involving working with other people. These are

a. Figurehead
b. Leader
c. Liaison

a. Figurehead:

Here, the manager is a symbolic head; He is obliged to perform a number of routine duties of legal or social nature, like signing reports, attending assembly, participation in ceremonies etc. A figurehead provides inspiration by sharing the mission and vision of the organization and symbolizing authority. Manager while performing this role is expected to be a source of information, people look at the manager as a person with authority and as a figurehead.

b. Leader:

The principal's role as Leader requires to direct and manage the performance of his teachers. In a leader role manager directs goals and evaluates employee performance. As a leader, a manager has to bring together the needs of an organization and those of the individuals under their command. He is responsible for the motivation and activation of subordinates; responsible for staffing, training, and associated duties. Mentoring, training, and motivating employees are all leadership activities. Duties are at the heart of manager subordinate relationships and include structuring and motivating subordinates, overseeing their progress, promoting and encouraging their development and balancing effectiveness. Manager in this role can sense the problem in advance and provide a solution to the problem with the best strategy.

c. Liaison:

Principal's role as a liaison requires the principal to take the responsibility of developing connections and contacts with the stakeholders. He maintains contacts with his customers to better understand their needs and how he can accommodate them. He holds parents meetings and attends those meetings in order to understand parents' expectations from the school. As a Liaison, the manager needs to communicate the functioning of the school with internal and external members of the school. This networking activity is a critical step in reaching school's goals, especially those concerned with students and parents as customers. The liaison maintains a network of contacts outside the work unit to obtain information. He develops networks and engages in information exchange to gain access to knowledge bases. As liaison, a manager has to maintain a network of relationships with other organizations. He has to maintain a self-developed network of outside contacts and informers who provide information. Acknowledgements of mail, external board work, other activities involving correspondence with outsiders are the activities expected from a manager in this role. Managers need to be able to network effectively on behalf of the organization.

II. Informational Role:

The informational role includes those roles which managers must generate and share knowledge to successfully achieve organizational goals. Manager has to collect, disseminate and transmit information. Manager

has three corresponding different communication based informational roles under this category

a. Monitor

b. Disseminator

c. Spokesperson

a. Monitor:

The monitor seeks internal and external information about issues that can affect the organization. A manager is an important figure in monitoring what goes on in the organization. He seeks and receives a wide variety of special information to develop thorough understanding of the organization and environment such as handling all mails and contacts which are primarily informational, such as periodical news and observational tours, taking feedback from parents about institutions, taking information about government schemes, government resolutions. Duties include assessing internal operations, schools success and the problems and opportunities which may arise. All the information gained in this capacity must be stored and maintained.

b. Disseminator:

Disseminator transmits information internally that is obtained from either internal or external sources. Highlights factual or value based external views into organization and to subordinates. This requires both filtering and delegation skills. Manager transmits information received from outsiders or form subordinates to members of the organization; some information involving interpretation and integration such as forwarding mail into the organization for informational purpose, verbal contacts involving information flow to subordinates including review sessions and spontaneous communication. Manager needs to provide information to subordinates which may be technical. So, in that case, understanding technical language and translating it into simple words for the staff is the job of the manager. Translating and interpreting government resolutions in simple language, informing staff about seminars, workshops, training programmes organized at various institutes. Writing minutes of the meeting and sending these minutes to respective persons.

c. Spokesperson:

The Spokesperson transmits information about the organization to outsiders. Serves in a PR capacity by informing stakeholders updated about the operation of the organization. A manager often has to give information concerning the organization to outsiders, taking on the role of spokesperson to both the general public and those in position of influence. Manager has to transmit information to outsiders on the organization's plans, policies, actions and results; He has to conduct board meetings, handle mail, and contacts involving transmission of information to outsiders. Taking help from the media in order to do publicity for his

institute, distribution of brochures, pamphlets about institutions progress and development.

III. Decisional Role:

Decisional role include roles involving the process of using information to make decisions. The most crucial part of management activity is to make decisions. Manager has to take various decisions in the day to day functioning of the organization. The four action based roles for making and implementing decisions are

a. Entrepreneur

b. Disturbance handler

c. Resource Allocator

d. Negotiator

a. Entrepreneur:

The entrepreneur acts as an initiator, designer and encourages change and innovation. As entrepreneurs, managers make decisions about changing what is happening in an organization. They may have to initiate change and take an active part in deciding exactly what is to be done. Manager searches the organization and its environment for opportunities and initiates change in the organization. He supervises design of certain projects as well for organizational development. He identifies strategy and reviews policies, government resolutions, curricular activities, various courses and decides its feasibility.

b. Disturbance handler:

The Disturbance Handler takes corrective action when an organization faces important, unexpected difficulties. Manager makes decisions that arise from events beyond their control and unpredicted. He reacts to events as well as to plan various activities. He is responsible for corrective action when the organization faces important, unexpected disturbances. He has to take decisions regarding disciplinary actions to be taken. He has to identify strategy and review involving disturbances and crises, give memos and report to the authorities.

c. Resource Allocator:

The resource allocator distributes resources of all types, including time, funding, equipment, and human resources. The resource allocation role of a manager is central to many managerial activities. A manager has to make decisions about allocation of money, people, equipment, time and so on. He is responsible for the allocation of organization resources of all kinds in effect the making or approving of all significant organizational decisions. Manager in this role does the scheduling, requests for authorization, any activity involving budgeting and the programming of subordinates' work.

d. Negotiator:

Negotiator represents the organization in major negotiations affecting the manager's areas of responsibility. A manager has to negotiate with others and in the process be able to make decisions about the commitment of organizational resources. He is responsible for representing the organization at major negotiations. He has to represent the institute for negotiations with parents, teachers, students, unions etc. He has to conduct meetings for negotiation.

If we analyze these roles given by Mintzberg, we can say that authority and status derive the interpersonal roles, interpersonal makes it necessary for managers to make it informational roles. An Informational role makes managers make decisions. These ten roles of manager come with a great deal of responsibilities. Informing, connecting and ordering require a manager to be able to adapt to the situation and control it in a balanced way.

1B.3 FUNCTIONS OF AN EDUCATIONAL MANAGER

Effective management and leadership involve creative problem solving, motivating employees and making sure the organization accomplishes objectives and goals. There are five functions of management as follows.

1. Planning

2. Organizing

3. Staffing

4. Directing

5. Controlling.

1. Planning:

Planning is a part of each person's life; be it a student, homemaker, doctor, engineer. Each of us plans as soon as we get up. We make daily plans, weekly plans, sometimes monthly and yearly plans. We also have planning for our life which is long term. If an individual decides to live the life as it comes to him/her then it will lead to chaos in his/her life. It means planning is a day-to-today activity which helps an individual to use his/her time effectively. This is equally true for effective functioning of organizations. Hence one of the important functions of management is planning. When we are considering planning as a process it means we are deciding our goals and we are also taking decisions about how we are going to achieve these goals.

The planning function of management controls all the planning that allows the organization to run smoothly. Planning involves defining a goal and determining the organization to the most effective course of action needed to reach that goal. Typically, planning involves flexibility, as the planner must coordinate with all levels of management and leadership in the

organization. Planning also involves knowledge of the organization's resources and the future objectives of the organization.

Planning is a very goal oriented activity. It is a process in which a manager decides his/her goal for the institution as well as for himself. Hence it can be said that planning is a process of deciding the objectives and ways to achieve the set objectives. In a simple way it can be defined as the act to set a goal and to decide the means for achieving these goals. It means the manager does not only decide the goals but also decide what are the different ways and out of these which way they are going to select to achieve the goal.

2. Organizing:

The organizing function of the manager controls the overall structure of the organization. The organizational structure is the foundation of an organization; without this structure, the day-to-day operation of the institution becomes difficult and unsuccessful. Organizing involves designating tasks and responsibilities for employees with the specific skill sets needed to complete the tasks. Organizing also involves developing the organizational structure and chain of command within the organization. Organization is a function of management that involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives. Organisation is the function of management which follows planning. In this process the human, financial and physical resources are synchronized and combined in such a way that the organization achieves its goal optimally. Organizing involves creation of structures, establishment of relationships, allocation of resources so as to accomplish a determined goal. According to Koontz and O'Donnell, organization involves the establishment of authority, relationships with provision for coordination between them, both vertically and horizontally in the enterprise.

3. Staffing:

It is important to place the right person at the right position to perform the right work. Hence staffing is an important function of management in which people are selected for different positions. The staffing function of management controls all recruitment and personnel needs of the organization. The main purpose of staffing is to hire the right people for the right jobs to achieve the objectives of the organization. Staffing involves more than just recruitment; staffing also encompasses training and development, performance appraisals, promotions and transfers. Without the staffing function, the business would fail because the business would not be properly staffed to meet its goals. Staffing is a continuous function. A new enterprise employs people to fill up staff positions in the organization. In an established concern, the deaths/ retirements of employees and the frequent changes in the objectives and the organization itself make staffing a continuous function of management.

Staffing is defined as a process which involves the filling up of various positions by appropriate individuals. While selecting people care is taken

that those individuals should possess the knowledge and skills required for the job. If a person does not possess the requirements then he or she cannot be selected for that job. The staffing process can be seen as a continuous process. It follows step by step procedure so that the institution/organization is supplied with the right people in the right positions at the right time. Staffing includes selection, training and appraisal of the individuals in the organization. Staffing is the process in which the organization appoints people in different positions and these people who are selected are placed to perform a specific job.

4. Directing:

Planning, organizing, and staffing are not sufficient to set the tasks in motion. Management has well-coordinated plans, properly established duty- authority relations, and able personnel, yet it is through the function of direction that the manager is able to make the employees accomplish their tasks by making them integrate their individual efforts with the interest and objectives of the enterprise. It calls for properly motivating, communicating with, and leading the subordinates.

Motivation induces and inspires the employees to perform better, while through good leadership, a manager is able to make his subordinates work with zeal and confidence. It contents following three essential activities:

1. Issuing orders and instruction

2. Guiding and counseling the subordinates in their work with a view to improve their performance

3. Supervising the work of subordinates to ensure that it conforms to orders and instructions issued.

5. Controlling:

The controlling function of management is useful for ensuring all other functions of the organizations are in place and are operating successfully. Controlling involves establishing performance standards and monitoring the output of employees to ensure each employee's performance meets those standards. The controlling process often leads to the identification of situations and problems that need to be addressed by creating new performance standards. The level of performance affects the success of all aspects of the organization. While directing, the manager explains to his subordinates the work expected of each of them and also helps them perform their respective jobs to the best of their abilities so that the enterprise objectives can be achieved. But even then, there is no guarantee that work will always proceed according to plan. It is this possibility of actions deviating from plans that calls for constant monitoring of actual performance so that appropriate steps may be taken to make them conform to plans. Thus, the controlling task of management involves compelling the events to conform to plans.

Controlling is a process of analyzing whether actions are being taken as planned and taking corrective actions, whether these actions are needed or not. This process tries to find out deviation between planned performance and actual performance. As we mentioned in the planning process that the goal is set and the strategies are designed to achieve the goal. The control tries to find out the difference in what is planned and the extent to which the goal is accomplished. If it is observed that the work is not progressing in proper speed then the strategy is changed. In other words, performing the task in different ways or analyzing the entire process of task performance and find out the discrepancies and take measures to reduce the gap between expected and actual performance.

1B.4 SKILLS OF AN EDUCATIONAL MANAGER

Education management is a field of study. It comprises personnel associated with this field viz: principals, teachers and others. These personnel together are responsible for imparting quality education. Performance of each personnel depends on the skills possessed by them. Here, the term skill suggests an ability which may not be inborn but can be nurtured and is observed through the performance of an individual. Therefore, based on effectiveness of action one can judge the extent of skill possessed by an individual. Each personnel of the education system is managing the system at different levels.

Managerial skills are the knowledge and ability of the individuals in a managerial position to fulfill some specific managerial activities or tasks. This knowledge and ability can be learned and practiced. However, they also can be acquired through practical implementation of required activities and tasks. Therefore, each skill can be developed through learning and practical experience of the individuals. Managerial skills are required to manage people and technology to ensure an effective and efficient realization of tasks.

Robert Katz identified three types of skills that are essential for a successful management process:

1. Technical,

2. Conceptual skills

3. Human or interpersonal skills.

1. Technical skills:

These skills give the manager's knowledge and ability to use different techniques to achieve what they want to achieve. Technical skills are not related only for machines, production tools or other equipment, but also these are the skills that are required to increase sales, design different types of products and services, market the products and services etc. Technical skills are most important for the first-level managers. As we go through a hierarchy from the bottom to higher levels, the technical skills lose their importance.

These are the skills which indicate proficiency in doing specific activities effectively. It involves using specific methods, processes, procedures and techniques. Teachers, engineers, doctors, architects etc. need to have specific profession related technical skills. These technical skills include profession specific knowledge, analytical ability required in that profession and skill of using tools and techniques related to profession. Profession wise the skill set required varies. This skill is required for lower level managers as they are the ones who are working in the field. If we consider a teacher as an educational manager, he/she should possess the skill of lesson planning. For doing so she/he has to set the objectives of the lesson. The objectives are based on goals of school. It may be achieving 100% results or preparing good human beings. As per the objectives, the methodology will differ. E.g. If the objective is completion of the syllabus then the lecture method will be adopted but if the objective is developing scientific attitude then teacher may use debate or discussion method. While planning lessons, he/she has to think about availability of infrastructural resources. If they are not available then he/she should have a plan to generate the same. He/she also has to think about an evaluation strategy which will depend on the objectives and the teaching-learning strategy adopted by the teacher.

2. Conceptual skills:

Conceptual skills present knowledge or ability of a manager for more abstract thinking. That means he can easily see the whole through analysis and diagnosis of different states. In such a way they can predict the future of the education institution as a whole. Conceptual skills are vital for top managers, less important for mid-level managers, and not required for first-level managers. As we go from the bottom of the managerial hierarchy to the top, the importance of these skills will rise. A manager should develop sharp conceptual skills. This helps to view the organization from a wider perspective. A manager with strong conceptual skills can analyze and study a complex situation deeply and develop strategies for the smooth functioning of the organization. It also influences the decision-making process in an organization.

It involves the ability to see the institution as a whole. It involves understanding the relationship between various elements of the organization, having awareness about the functions of the organization and an ability to visualize how change in one part will have the effect on the organization as a whole. This skill helps in making decisions. The correctness of the decision depends on the conceptual skill of the person. This skill is required for creating vision and developmental plans of the organization. It also involves the ability to work on hypothetical situations. Conceptual skills are most required for top level managers as they are responsible for framing and implementing the policies for welfare of organizations and less for middle level managers. It is our general observation that during the tenure of a specific leader an organization does impressive work. The reason is that the top level manager or leader possess conceptual skill. Conceptual skills helps in framing vision of the institution. This helps in creating social image of the institution. As per the

vision of the manger, his/her planning and resource allocation will differ. E.g: Educational manager who believes in developing human being will plan the school activities in which he will give importance for community work, group learning and activities for developing the social skills. Whereas, if the manger has the aim of having 100% result of school then he or she will plan the activities such as conducting practice test, guidance for how to write answers etc. This clearly depicts that conceptual skills of manager plays crucial role in working of an organization. Hence, it is very necessary to select the leader carefully. This is true for all types of organizations.

3. Human Skills:

These are the skills which are required to work effectively in the group and build the team. This skill involves working with human beings and helping managers to understand people and motivate them. The person having human skills will have high emotional quotient as he/she will be able to understand his/her own emotions as well as of others. The person possessing human skills will always try to achieve win-win situation as he/she values the emotions of other persons. The person good in human skills are skilful in communicating with others. They can create an open and secured environment in which subordinates can freely express themselves. Such managers use a participatory approach where subordinates are involved in planning activities related to them and are sensitive to the needs of others.

Human or interpersonal managerial skills present a manager's knowledge and ability to work with people. One of the most important management tasks is to work with people. Without people, there will not be a need for the existence of management and managers. These skills will enable managers to become leaders and motivate employees for better accomplishments. Also, they will help them to make more effective use of human potential in the company. Simply, they are the most important skills for managers. Interpersonal management skills are important for all hierarchical levels in the organization A manager should be a people's person. He should have the ability to deal and work with people of different temperaments, backgrounds and educational qualifications. He should be well-aware what motivates his team members in order to bring out the best in them. A manager should be good at building relationships with his subordinates and be fair in his dealings with them, so that there are no ill feelings among the team members. A manager should possess good team-building capabilities as well.

All the skills are required for all levels of manager only the degree varies from level to level.

1B.5 COMPETENCIES OF AN EDUCATIONAL MANAGER

Managers in an educational institution need to have proficiency in core management competencies in order to successfully execute the

requirements of their position. Management competencies can be learned and developed, and it is important to define key management competencies and measure the proficiency of each manager, offering frequent assessments and feedback. Management competencies are categorized as human capital which is broadly defined as the knowledge and skills that contribute to workplace productivity. The human assets needed for managerial competency are necessary for a productive workforce. Below, are listed some core management competencies.

1. Interpersonal communication:

This skill involves the ability to identify, understand, and anticipate the emotions, concerns and thoughts of others. It requires the ability to empathize and communicate effectively. Interpersonal awareness allows to read other people's feelings based on their nonverbal behavior, tone of voice and choice of words.

2. Motivating others:

Good managers are effective at rallying people together to achieve common goals. Using interpersonal skills, they can understand what motivates people and use that to encourage productivity.

3. Written communication:

Written communication is the ability to effectively communicate with the written word. It can involve the use of proper grammar, spelling and punctuation. Additionally, excellent written communicators write in a way that is understandable and clear to many people.

4. Honesty / integrity:

Good managers display behavior that is ethical, honest, and humane. They serve as a role model for others and perform actions that demonstrate their values.

5. Problem Solving:

All managers have to solve problems eventually. Good problem solvers take proactive approaches to address issues and avert conflict whenever it emerges. They empower employees to seek information that improves their ability to develop and assess a variety of potential solutions. When problems arise, good problem solvers are quick to prevent escalation of conflict between employees.

6. Developing others:

Being able to see the potential in others is an important quality of a great manager. Natural born managers / leaders wish to help people grow and develop their skills. Every employee has different experiences, beliefs, goals and values. Great leaders treat every person with unique care.

7. Vision/ Mission/ Goal/ Objectives planning:

Having a vision is the ability to outline a clear and vivid plan to accomplish shared objectives. Effective managers form a long-term view and share their vision / mission /goals with others. They encourage others to take actions that get the team closer to accomplishing their goals. By doing this, they catalyze organizational change.

8. Creativity / innovation:

Creatives are open to new ideas and innovation. They are willing to question the status quo approaches and implement new processes when necessary. Creative people can see problems from new perspectives and generate helpful insights into problems.

9. Conflict resolution:

At some point, conflict is bound to arise between employees. It is a manager's duty to find resolutions that satisfy everyone involved in a conflict. Unresolved conflicts can harm relations and impact the organizational culture, so it is important for leaders to develop this capacity.

10. Delegation:

Effective managers / leaders understand that they can't do all the work alone. They know that they need other people to accomplish goals. By capitalizing on the expertise of others, they are rapidly able to accomplish goals because they know who is the best fit for each task. They distribute tasks effectively by recognizing the strengths of others.

11. Valuing Diversity:

Every person on a team has unique values, experience, cultural backgrounds and goals. Good leaders create an inclusive workplace where everyone feels welcome. They acknowledge each person's unique contributions and insights leveraging them to further shared objectives.

1B.6 MANAGERIAL ETHICS

The principles by which a manager leads his organization will dictate everything from employee ethics to organization morale and productivity. Managerial ethics can also significantly affect the standing of an organization in society.

Ethics is the set of moral principles or beliefs that affect the behavior of employees. While most people automatically assume that ethics directly correlates to personality, this isn't always the case. Doing the right thing for employees and customers and demonstrating the willingness to go the extra mile also falls under managerial ethics. Ethics is the foundation of deciding what is wrong or what is right in a given position. It is an individual's personal beliefs and perceptions while taking decisions. A

moral standard or code of conduct determined by society defines how ethical an individual is.

Moral standards of ethics don't necessarily need to align with an institution's legal standards. An organization might not be required to offer maternity / paternity leave, but the organization might believe that it is important to give mothers / fathers their own time with a newborn. Moral ethics could also be how the organization deals with customer complaints to ensure that people feel good about their experience with the organization from the top down.

Managerial ethics is the set of standard behaviors that guide the individual manager in their work to make managerial decisions. Making ethical choices can often be difficult for managers. It is compulsory to obey the law about ethics but acting ethically goes beyond mere compliance with the law. Ethics is derived from society and the norms, values, beliefs, culture, and standards of society determine it. A manager is a part of society and he has to make organizational ethics accepted by society. An ethical manager can promote goodwill and reputation in society, gain benefit in the long run, and promote uniform growth of the organization.

Managerial ethics is important for every organization, because people will follow what managers/ leaders do. Even if an organization has ethics policies in place, when top leaders ignore these standards, it resonates throughout the organization . It might mean that some employees might not act ethically, if they are following the actions of leaders. It could also reduce employee pride and morale. When employees don't think that their leaders care about doing the right thing, they might feel that their efforts to do right are not valued. Morale drops, employees may leave the organization, human resources costs go up, and customer loyalty and positive experiences suffer. Organizations that follow the highest standards of managerial ethics generally have the following advantages.

- High morale and very high levels of productivity

- Promotes Goodwill and Image

- Helps to Maintain Good Relations with Stakeholders

- Promotes Fair Competition

- Promotes Social Responsibility

- Improves Working Environment

- Low turnover (tendency of leaving job)

1B.7 LET US SUM UP

Education management is a field of study. It comprises of personnel associated with this field viz: principals, teachers and others. These personnel together are responsible for imparting quality education. Performance of each personnel depends on the functions, skills,

competencies and ethics possessed by them. Effective managers have to perform the functions of planning, organizing, staffing, controlling and directing for smooth functioning as well as for growth and development of an institute.

Robert Katz says that effective managers need to have three basic skills: a) Technical skills b) Human skills c) Conceptual Skills. Technical skills which indicate proficiency in doing specific activities effectively. It involves using specific methods, processes, procedures and techniques. This skill is required to a great extent for lower level managers. Human skills are the skills which are required to work effectively in the group and build the team. This skill involves working with human beings. These skills help managers to understand people and motivate them. This skill is required for all levels of managers. Conceptual skill involves the ability to see the institution as a whole. It involves understanding the relationship between various elements of the organization, having awareness about the functions of the organization and an ability to visualize how change in one part will have the effect on the organization as a whole. This skill helps in making decisions. The correctness of the decision depends on the conceptual skills of the manager. This skill is required for creating vision and developmental plans of the organization. Conceptual skills are most required for top level managers as they are responsible for framing and implementing the policies for welfare of the organization.

Managers in an educational institution need to have proficiency in core management competencies in order to successfully execute the requirements of their position.

The principles by which a manager leads his organization will dictate everything from employee ethics to organization morale and productivity. Managerial ethics significantly affects the standing of an organization in society. It's very important for the manager to follow managerial ethics as he is a part of society and he has to make organizational ethics accepted by society. An ethical manager can promote goodwill and reputation in society, gain benefit in the long run, and promote uniform growth of the organization.

1B.8 UNIT END EXERCISE

1. What are the activities a manager needs to perform while performing following roles ?

Managerial Role	Activities	Example
Monitor		
Figurehead		
Spokesperson		
Leader		

Liaison		
Negotiator		
Disseminator		
Entrepreneur		

2. Which managerial function is used by an education manager to determine how they will distribute resources and organize employees according to a plan?

    a. Organizing

    b. Planning

    c. Controlling

    d. Staffing

3. Which of these is necessary to be placed before the organizing function can be carried out?

    a. a plan

    b. a strategy

    c. a schedule

    d. a chain of command

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MANAGEMENT OF PERFORMANCE

Unit Structure

1C.0 OBJECTIVES

After going through this unit, learner will be able to

- Explain the concept of performance management

- Describe the concept of efficiency of a manager

- Explain the concept of effectiveness of a manager

- Explain the impact of education management on private and self financed institutes

1C.1 INTRODUCTION

A formal performance management program helps managers and employees to know the expectations, goals, and career progress, including how an individual's work aligns with the organization's overall vision. Performance management views individuals in the context of the broader workplace system .Good performance management involves regular reviews. When goals are met, they should be celebrated and employees should be offered a reward. It motivates the employees and ultimately benefits the organization.

The success of performance management practices in any organization depend upon the commitment and involvement of the different stakeholders like top management, line managers, employees and the Human Resource managers.

The top managers play a lead in the entire process by setting trends and acting as role models for the employees. Their responsibility is to design policies which ensure an efficient management of performance in an organization and to define and act upon the core values relating to

performance. Top management plays a vital role in convincing the line managers that performance management can be instrumental in the achievement of organizational goals and thus ensure that they take this aspect seriously in their work front for maximizing employee satisfaction and productivity.

1C.2 CONCEPT OF PERFORMANCE MANAGEMENT

Performance management is a management tool that helps managers monitor and evaluate employees' work. Performance management's goal is to create an environment where people can perform to the best of their abilities and produce the highest-quality work most efficiently and effectively.

Performance management is an ongoing process of communication between a supervisor and an employee that occurs throughout the year, in support of accomplishing the strategic objectives of the organization. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, and reviewing results.

Performance management is the process of ensuring that a set of activities and outputs meets an organization's goals in an effective and efficient manner. It is a corporate management tool that helps managers monitor and evaluate employees' work. Performance management's goal is to create an environment where people can perform to the best of their abilities and produce the highest-quality work most efficiently and effectively. A formal performance-management program helps managers and employees to clarify expectations, goals, and career progress, including how an individual's work aligns with the organization's overall vision. Performance management views individuals in the context of the broader workplace system.

Managers can use performance management tools to adjust workflow, recommend new courses of action, and make other decisions that will help employees achieve their objectives. In turn, this helps the organization reach its goals and perform optimally. For example, the principal of the school gives teaching staff target result that they must reach within a set period. In a performance management system, along with the numbers, the manager would offer guidance gauged to help the people succeed.

Performance management can focus on the performance of an organization, a department, an employee, or the processes in place to manage particular tasks.

Effective performance-management programs contain certain universal elements, such as:

Aligning employees' activities with the company's mission and goals:

Employees should understand how their goals contribute to the company's overall achievements.

Developing specific job-performance outcomes:

What goods or services does my job produce? What effect should my work have on the company? How should I interact with clients, colleagues, and supervisors? What procedures does my job entail?

Creating measurable performance-based expectations:

Employees should give input into how success is measured. Expectations include results—the goods and services an employee produces; actions— the processes an employee uses to make a product or perform a service; and behaviors—the demeanor and values an employee demonstrates at work.

Defining job-development plans:

Supervisors and employees together should define a job's duties. Employees should have a say in what types of new things they learn and how they can use their knowledge to the company's benefit.

Meeting regularly:

Instead of waiting for an annual appraisal, managers and employees should engage actively year-round to evaluate progress.

1C.3 EFFICIENCY OF A MANAGER

Efficiency in management means performing activities with the minimum wastage of resources with optimum utilization of resources so that the organisation can maximize the profit. An efficient manager is one who uses limited resources to get the job done in a more professional manner. Efficiency is performing the best results in the least about of time and/or effort. Efficiency is when manager does the same things faster or with less waste. For example, manager might find a better way to run a project status meeting so it takes 30 minutes on average rather than 1 hour. Efficiency avoids mistakes and takes repeated steps to achieve a goal. Both efficiency and effectiveness are desirable characteristics of a manager.

Although, one is often attainable only at the expense of the other. While some do a good job of balancing the two, others view one better than the other. Depending on the situation, both efficiency and effectiveness can be used, if managers and leaders work together.

Efficient managers are task-oriented, impulsive, and project focused.

1C.4 EFFECTIVENESS OF A MANAGER

Effective managers are always good delegators. They can distribute tasks to their team as well as ensuring that their own time is well used for management issues and important tasks. Employees that feel trusted are better placed to achieve their potential and are given an incentive to ensure that they perform well.

A manager is not only responsible for a team's output, but they are also responsible for supporting the individuals within their teams. This means understanding what drives and motivates them, what their strengths are, and how to guide them in areas they need to develop. Great leaders are good communicators and display a high level of emotional intelligence.

What makes an effective manager?:

It is often said that people don't leave organization, they leave managers, which is why it is so important to get this relationship right. If an individual doesn't feel supported, or can't have open and constructive conversations with their manager, it is likely that they will get frustrated in their role. This will have a flow-on effect in regards to their performance at work.

If sufficient management is lacking, it is easy for teams to lose motivation, enthusiasm, and productivity, which can lead to professionals seeking new opportunities. The relationship between a manager and their reports has a direct impact on the morale and success of the team.

Tips for becoming a more effective manager:

Managers have the potential to make a significant impact both positive and adverse on their employees and the organization .The great managers are capable of inspiring and bringing out the best in their employees ,increase productivity and retention of the staff.

According to a study of more than 5,000 employees, those with a high level of confidence in their company's senior leadership are five times more likely to remain with their employer for more than two years compared to employees with no confidence. Another survey reports that 44 percent of workers have left a job because of a bad manager.So, what is the secret to being an effective manager? What sets them different from others ? Here are some qualities to consider, and ways that can support growth of a manager.

1. Set clear expectations:

To achieve goals, employees need to know what success looks like. Effective managers are transparent with the staff about their vision and priorities and hold regular meetings both formally and informally to assess progress and address issues .

2. Empower employees:

Psychologically safe environment allows employees to voice their concerns, ask questions and make decisions on their own, job satisfaction increases and performance improves. When employees are encouraged their true and best selves emerge.Their morale gets develop and that motivates them to do their work with more commitment.

3. Adapts to the needs of individual team members:

Everyone brings a different set of skills to their job. An effective manager not only understands their preferred working style but also adapt his approach for each person he lead or collaborate with.

When managers and team members know how others prefer to think and behave, they can adjust their interactions in a way that speaks to each individual.

4. Asks for insight and makes decisions:

Successful managers recognize that they haven't gotten where they are without the help and support of others. By bringing together a team to process or determine solutions, employees feel heard and leaders benefit from the ideas and opinions of others.

When managers engage multiple viewpoints, it's easier for them to steer clear of group think and embrace creative thought that leads to innovation.

5. Communicate clearly:

Soft skill and other skills like problem solving and teamwork abilities are important to a manager's success, as it helps to build strong relationships. Although manager many a times may thinks that he is clearly articulating his thoughts, he may be misinterpreted by people in the organization . Manager should understand how to communicate based on staffs' preferred ways of thinking and behaving.

6. Listen:

Good communication requires a balance between talking and actively listening. Employees value managers who listen. Show employees that they are being heard by following up with their suggestions, questions or concerns in a timely manner even if the decision is to take no action.

7. Shows Trust in Employees:

Effective managers are always good delegators. They can distribute tasks to their team as well as ensures that their own time is well used for management issues and important tasks. Employees that feel trusted are better placed to achieve their potential and are given an incentive to ensure that they perform well. In a team, it's important to build mutual trust between managers and team members, as this will enable delegation to happen more effectively.

8. Protects the team:

As a leader, it falls on manager to take responsibility for the success and failures of his team. A good manager shares the successes and absorbs the failures. Taking responsibility when mistakes are made and team goals are not met is very important for the manager. Leading from the front. Showing the team that you are willing to step in for them when things get tough is all part of effective management.

The impact of a high performing manager should not be underestimated. Beyond their potential impact on employee retention it also affects organizations growth and development. Strengthening employees' skills can be a game changer for the success of organization.

1C.5 EFFECTIVE PERFORMANCE MANAGEMENT SYSTEM

Performance management is a continuous process and not a once a year activity. Quality performance management should, therefore, bring together a number of different, integrated activities to form an ongoing "performance management cycle".

Performance management isn't an easy field to navigate. It's constantly evolving, hence there is a need for an effective performance management system. New performance management trends emerge every year.

(**Source** - https://www.clearreview.com/resources/guides/what-is-effective-performance-management/)
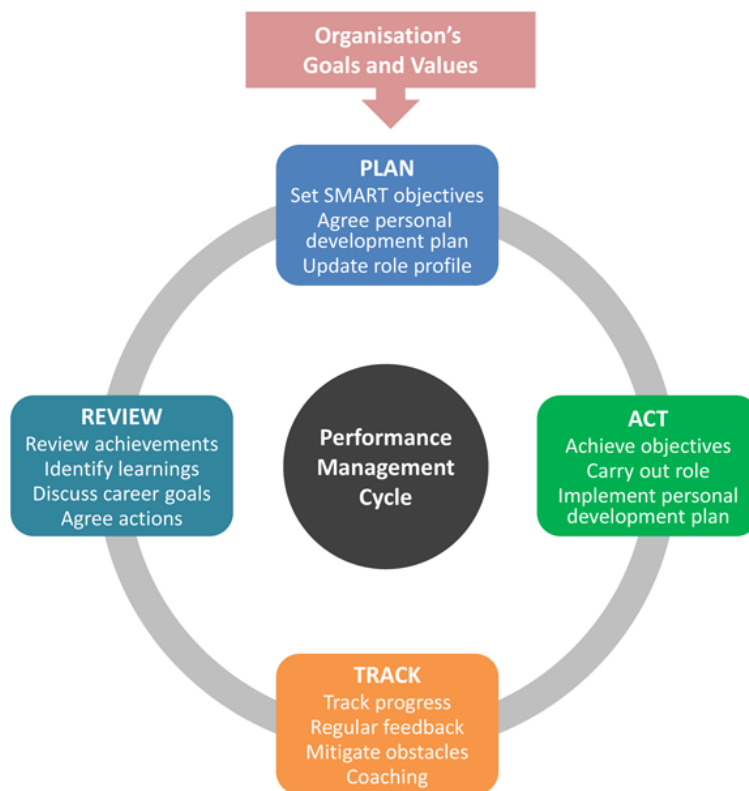
The first stage of performance management cycle is he"Planning" phase for the forthcoming period. Planning should involve:

- Agreeing on SMART objectives. The objectives set for the organization needs to be specific, measurable, attainable, realistic and time bound.

- A personal development plan should be developed.

- Actions to be taken in the coming months.

- A review of the employee's job requirements, updating the role profile where necessary.

1C.6 IMPACT OF EDUCATION MANAGEMENT ON PRIVATE AND SELF FINANCED INSTITUTES

Management is a process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching and extension work and research.

Education management has influenced private and self financed institutions in the following manner.

Finance management:

With the knowledge of education management institutes can manage their finance. Financial mangement in educational institutions is concerned with the decisions on the means of acquiring, using and giving the account of funds made available for the implementation of the programmes of the institution. Generally, the purpose of financial management in educational institutions is acquiring and raising of funds, allocation of funds and their optimal utilization and supervision of funds. The last two decades have brought many changes which have left Higher Education Institutions not an important but small sector, but important and big. They remain centre's for teaching and research but are now recognized as being central to the economy as well. The source of fund generation in all private institutions is students' fees. So nowaday's we see that education has become a costlier affair. Stdents pays exhorbitant fees for the various programs.

Infrastructure management:

Infrastructure management is the management of essential operation components, such as policies, processes, equipment, data, human resources, and external contacts, for overall effectiveness. Private and self financed institutes are good in infrastructure management as compare to government or aided institutes. Infrastructure management seeks to reduce duplication of efforts, ensure adherence to standards, enhance the flow of information throughout an information system, promote adaptability necessary for a changeable environment.

Management of Teaching learning process:

Creating situations and opportunities for encouraging learning by each and every student in the class is one of the basic things that one as a teacher would need to master. Teacher needs to think of creating favourable situation for learning and try to identify the components of classroom environment. Nowadays with the use of ICT integration in the teaching learning process things have become easy to manage the teaching learning.

1C.7 LET US SUM UP

Performance management program helps managers and employees to know the expectations, goals, and career progress, including how an individual's work aligns with the organization's overall vision. Performance management views individuals in the context of the broader workplace system. Good performance management involves regular reviews. When goals are met, they should be celebrated and employees should be offered a reward. It motivates the employees and ultimately benefits the organization.

The success of performance management practices in any organization depend upon the commitment and involvement of the different stakeholders like top management, line managers, employees and the Human Resource managers. Effectiveness, efficiency and performance of the manager determines success, growth and development of any organization. Managers needs to implement effective performance management system for overall growth as well as acquisition of goals, vision and mission of any institute.

1.8 UNIT END EXERCISE

1. Performing activities with the minimum wastage of resources and optimum utilization of resources indicates which quality of a Manager?

    A. Performance

    B. Effectiveness

    C. Attitude

    D. Efficiency

2. 'Manager is transparent with the staff about their vision and Priorities'. This indicates which of the following quality of effective manager?

    A. Setting clear expectation

    B. Trust in employees

    C. Adaptation of employees needs

    D. Clear communication

3. When goal setting, performance appraisal, and development are consolidated into a single, common system designed to ensure that employee performance supports an organization's strategy, it is called_____.

    A. Strategic organisational development

    B. Performance management

C. Performance Appraisal

D. Human Resource management

4. In performance management, main feature of performance management is to

A. Increase salary

B. Planning incentives

C. Comparing performance with goals

D. Comparing results from last year

5. An evaluation process of employee's performance, in comparison to set standards is called

A. Performance appraisal

B. Compensation

C. Counseling

D. Design of evaluation

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2

LEADERSHIP IN EDUCATION

Unit Structure

2.0 OBJECTIVES

After reading this unit, the student will be able to:

- Define leadership

- Explain the concept of leadership

- State the characteristic of leadership

- Describe the qualities of an effective and successful leader

- Differentiate between a Leader and a Manager

- Discuss the various approaches to leadership

- Examine various leadership styles as given by Goleman.

2.1 LEADERSHIP IN EDUCATION-AN OVERVIEW

Educational institutions have evolved from philosophical-spiritual Ashrams during the Vedic period to socio-psychological institutions in the twentieth century.It has further more evolved to become socio-technical systems in last few decades. However, regardless of the structure of these institutions, two key components have remained constant: the human resource, and the guiding and leading authority. Nowadays educational institutions, though, use technology; individuals are the most crucial unit of these institutions. Whether it is a nursery school, a university, or a research institute, as well as highly diverse and complicated administrative departments established by government agencies, the effectiveness with which leadership is performed in the institute has a significant impact.

Napoleon Bonaparte was right in saying, "Leaders are dealers in hope." Leader is a crucial figure who has the ability to transform the work environment in such a way that all employees are inspired to work hard in order to achieve the objectives. The importance of leadership in management of any educational institute cannot be underestimated. Educational leaders like Vice-Chancellors, Principals of Colleges, Heads of Departments, Headmasters of Schools and Directors, and others, with their thorough understanding of not only the objectives, but also the leadership traits and leadership style that is best suited to the current situation, can undoubtedly be a catalyst in achieving the institutional goals most efficiently.In the following subunits, the concept of leadership, leadership traits, and leadership style are discussed in depth.

2.1.1 Concept of Leadership:

Leadership is a remarkable quality that has the potential to create and transform everything. The term 'leadership' refers to a social idea that was originally conceived in the 1960s to highlight the leader's ability to influence individuals in the organisation in order to achieve organizational goals. 'Leadership' is a term that can be defined in a number of different ways. James McGregor Burns (1978, p. 2) in his book "Leadership" describes leadership as "one of the most observed and least understood phenomena on the planet. "Scholars not often agree on what leadership entails. Different researchers define it in different ways. Although simple assertions like "leaders get others to accomplish things," "leaders have followers," and "successful leaders help the individual or group perform better" are generally agreed upon, leadership is a difficult concept.

Let us analyze the definitions provided by scholars on the subject to better grasp the term 'leadership'.The following are some of the leadership definitions:

- According to the Encyclopedia of the Social Sciences, "Leadership is the relation between an individual and a group around some common interest and behaving in a manner directed or determined by him".

- Warren Bennis (1989) states that"Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential".

- Herold Koontz (1988) defines Leadership as "the art of influencing people so that they strive willingly and enthusiastically towards the accomplishment of group goals."

- "Leadership is a process of giving purpose to collective work, and causing voluntary effort to be exerted to attain purpose," according to Jacobs & Jaques (1990, p.281). According to this definition, an educational leader is someone who is willing to put forth all efforts toward reaching institutional goals while also encouraging and motivating others to do the same.

- Tannenbaum, Weschler, Massarik (1961) asserts that "leadership is an interpersonal influence exercised in a situation and directed towards the attainment of a specialized goal or goals."

- According to Keith Davis, "Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals."

- Donelly, J.H., Ivancevich, J. M., and Gibson, J.L. (1985) define leadership as "an attempt at influencing the activities of followers through the communication process and toward the attainment of some goal or goals.".

- The definition by Koontz and O'Donnell, "Managerial leadership is the ability to exert inter-personal influence by means of communication, towards the achievement of a goal", also focuses on leadership as interpersonal process focused on communication.

- R. T. Livingston summed it out best in few words. According to him,Leadership is "the ability to awaken in others the desire tofollow a common objective".

It is clear from the aforementioned definitions, that Leadership is a process that involves relationships and so cannot exist in isolation. Just as a teacher's existence is pointless without a student, leadership is meaningless without a follower and a situation. leadership is not a solo endeavor. It is a mutual exchange between individuals. As a result, leadership is a social process that include two elements: a leader and followers.

Leadership is apsychological process of persuading followers and guiding, directing, and leading people in an organisation to achieve objectives.It is the psychological element that binds a group together and drives it to achieve its objectives.Leadership is regarded as a set of skills that leaders must possess in order to properly complete leadership responsibilities.

Leadership is the ability to influence followers' actions by inspiring confidence and zeal.

The leadership process is the interaction between leaders and followers, as well as the situational and organizational framework in which these interactions take place. It highlights the role of interactional processes in achieving objectives Leadership is fundamentally an interpersonal activity in all of its dimensions.

All of these definitions reveal that the concept of leadership has two main dimensions: achieving organizational objectives and interacting with individuals. A leader, followers, and a situation are all inevitable components of leadership. The leadership process is defined by the interaction between the leader and the follower, as well as the situational and organizational framework in which the interactions between leaders and followers take place to achieve organizational objective.

2.1.2 Characteristics:

Leadership is the ability to manage, guide, and influence the behaviour and work of others in order to achieve certain objectives in a given circumstance. A thorough analysis of the aforesaid definitions reveals the following essential leadership characteristics:

- It is a collaborative effort. It comprises two or more people i.e., a leader and follower/s, communicating with each other Leadership implies the existence of followers.

- Leadership is goal-oriented and involves the leader and its followers to participate in activities to help move the group further in reaching and obtaining its goal.Leadership entails a shared goal between the leader and his followers.

- It is an inter-personal process in which a leader influences and guides followers toward the achievement of goals.

- Leadership is a process of persuasion. Leadership indicates that leaders can influence their followers in to follow his directives willingly.

- Leadership is the art and thus involves using skills like creative thinking, sound judgement, decision making ability to guide and direct.

- Leadership emerges from interaction rather than being dictated just by position or formal authority. Leaders can direct group members' activities. The members of the organisation have complete trust in his leadership and are willing to follow the majority of the leader's directions.

- Leadership is the function of inspiring individuals to work willingly toward organizational goals. A successful leader allows his followers

to choose their own personal goals as long as they do not clash with the organization's aims.

- Leadership is a psychological process that involves influencing followers, binding them together and motivating them to achieve the goal.

- Leadership is situational as it is the responsibility one presumes in certain situation. It all relies on how a leader deals with the situations.

- Leadership is not just a linear process flowing from leader to the follower but it is a composite entity that consists of the force and direction that develops from a group that is larger than the individuals that make up a group or organisation.

After the discussion of leadership characteristics based on its concept, the subsequent section focuses on effective and successful leader. The qualities mentioned would be those successful leaders demonstrate through leading a group of people or organization.

Check your progress:

1. What is leadership? Define leadership.

2. Enumerate the characteristics of leadership.

2.2 EFFECTIVE AND SUCCESSFUL LEADER

The distinction between leader and leadership is crucial, yet it can be confusing. The leader is a person; leadership is the role or activity that a leader conducts. A successful leader elicits desired behaviour from his/her followers. Success is determined by how an individual or a group behaves. While, effectiveness is determined by the level of leadership s/he is capable of providing. The efficacy of leadership is judged by the extent to which the leader accomplishes the tasks and achieves the objectives.

To be effective and successful, a leader must possess certain fundamental qualities. Several researchers have identified some characteristics that a successful leader should possess. However, the discussion is too diverse, encompassing qualities required for a successful and effective leader from a variety of sectors such as politics, spiritualism, entrepreneurship, educational, finance, technology, medical, and business, among others. Therefore, the following discussion will be limited to the educational profession and the qualities of a successful and effective leader in the field of education.The following are the requisites to be present in a successful and effective leader:

Ability to influence others:

Effective leaders can influence others to help them achieve desired objectives. S/he assist her/his followers in recognizing what has to be done and directing them in the right direction. That means that a person has the

ability to influence their ideas and behaviour. Effective leaders are able to persuade others through genuine and straightforward communication.

An Effective Communicator:

Leaders needs to be skilled communicators. A leader is required to clearly, precisely, and effectively express plans, policies and processes to his followers. This is useful for persuasion and stimulation. S/he is required to communicate with the individuals s/he leads on a frequent basis to have a consistent meaningful connection. This is what brings people together and builds trust.

A Collaborative Outlook:

The feeling of collaboration is indispensable for achievement of common goal. Everyone wants to feel like they are contributing to make a difference, are being attended to and getting responded for their perspectives. The feeling of collaboration is indispensable for achievement of common goal. Effective leaders provide the space for that kind of contribution by each team member. They have the capacity to make others around them feel more important and more confident.

Clarity of Vision and Purpose:

Setting and expressing a clear purpose and vision are the most crucial prerequisites for an effective and successful leader. A leader's influence cannot be sustained unless he demonstrates vision. S/He must visualize problems in order to create logical solutions. Outstanding leaders not only envision the future, but they also know how to communicate their vision to their followers and get their attention and cooperation. Such leaders understand how to inspire others with their vision of the future, and they can influence and motivate others to join them in achieving common objectives.

Analytical Mindset:

A leader has to be able to analyze difficulties and challenging situations. An effective leader is also an analytical thinker who evaluates the pros and drawbacks of a scenario before summarizing it. Successful leaders are problem solvers who are capable of making decisions in rapidly shifting circumstances. They analyse the complexity of a situation and select appropriate courses of action.

Empathy:

When it comes to leadership, empathy is equally vital. It is the only way to obtain fair judgement and impartiality. If a leader understands the difficulties and complaints of his or her people, as well as have a comprehensive understanding of their needs and objectives, eventually it will facilitate her/his human connections and personal interactions with employees.

Objective:

Good leaders demonstrate an objective outlook that is free of prejudice and does not indicate their inclination to a specific individual or ideologies. Such leaders form their own view and base his decision on facts and reasoning.

Humanitarian:

Respect for human dignity is essential quality because leader has to deal with human beings and is in personal contact with his followers. Effective leaders appreciate the importance of supporting and encouraging individuality while also understanding organizational structures. Therefore, treating the human beings on humanitarian grounds is essential for building a congenial environment.

Integrity:

Effective leaders have a high level of integrity and adhere to values of honesty, morality, and sincerity. This signifies that a leader says what they mean and follows through on their promises. Such leaders consistently display these habits to others. Their actions remain consistent regardless of the situation or the individuals they are with.

Taking Accountability:

It is essential for a leader to have a sense of responsibility and accountability for his/her job in order to get a sense of influence. For this, s/he must motivate himself/herself and stimulate the desire to perform to the best of the skills. Then only would s/he be able to inspire his/her subordinates to do their best. Effective leaders hold themselves accountable and accept responsibility for their mistakes, and they expect others to do the same.

Fostering Creativity and Innovation:

Leaders who show willingness to take risks in order to foster creativity, will nurture the innovation that will drive the organisation to new heights. S/He constantly needs to be tenacious in the pursuit of goals, as well as being open-minded and flexible in the exploration of new ideas through brainstorming and experimentation.

Self-awareness and self-confidence:

Leadership necessitates self-awareness and self-confidence. The better the leader understands herself / himself and acknowledge her/his strengths and weaknesses, the more effective he may be as a leader. It is necessary for a leader to have confidence in herself / himself in order to gain the trust of the followers or teammates. A leader needs to be thoroughly aware of her / his own motivations, priorities, goals and challenges.

Building Trust and Transparency:

One of the most crucial leadership qualities is the ability to build trust and foster transparency. Followers expect their leaders to be trustworthy and to disclose all important information regarding the vision for the organisation. It is better if a leader freely speaks about everything that is happening on in their organisation, rather than withholding facts and leaving staff in the dark. Most importantly, transparency and openness give your followers clarity, and make them feel more empowered while keeping them engaged.

Apart from the above mentioned, some personal qualities like intelligence, sociability, persistence, prominence, persuasiveness, decisiveness, vitality, capacity to judge the people, expressiveness etc. are some of the qualities which may help a person to become a leader. Thus, effective leaders are visionaries who encourage innovation by influencing their followers to perform to the best of their abilities. Most commonly, they accomplish it through developing a shared goal, uniting a team, encouraging collaboration, building trust taking accountability and supporting and encouraging individuality of each member.

Becoming an effective and successful leader is a continuous process. A leader cannot possess all of these qualities at the same time. We must keep in mind that being a good leader takes time. Leadership is a journey, not a destination. Although some people are born with natural leadership abilities, it is something that anyone can learn and improve. One may lead a team to achieve through genuine effort, perseverance, and effective planning.

2.2.1. Leader and Manager:

The terms leader and manager are sometimes used interchangeably to describe individuals in an organisation who have positions of formal authority, regardless of how they really perform in their responsibilities. However, just because a manager is a formal leader in an organisation does not imply that s/he exercises leadership. Often people assume that a manager and a leader play the same roles. There are, however, some significant differences between the two.

According to Online Etymology Dictionary (2022), the noun 'leader' is derived from old English 'leadere' which means "one who leads, one who is first or most prominent to guide, conduct". While the noun 'manager' which arrived in the UK around 1580, is originated from the Italian word 'maneggiare', which means "to handle" or "to control a horse." The French word manège, which means 'horsemanship,' also influenced the English word.

Kotter (1990) in "A force for Change: How leadership differs from management" articulates the difference between leaders and managers in following word:

"The best direction for the organization is determined by its leaders, who motivate individuals to achieve their goals".

The other point of differentiation is that a person emerges as a leader. The question of whether or not she/he will emerge as a leader is always dependent on a variety of circumstances. A manager, on the other hand, is always appointed to his or her post. Managers have subordinates who work for them and primarily obey orders. Leaders do not have subordinates, but they do have followers. They relinquish formal authoritarian authority, because leading entails having followers, and following is always voluntary. Telling people what to do does not inspire them to follow a leader. Essentially, a leader's capacity to lead is always aided by informal powers i.e., the ability to influence and inspire. He/ she may or may not be in a position of formal authority. A manager, on the other hand, is always in possession of some level of formal authority.

To add up, a leader's primary goal is to achieve the same objectives as his or her followers. As a result, the objectives of the leader and the follower are aligned. A manager, on the other hand, seeks for objectives that his or her subordinates may not consider to be their own. To prove the point, let's take an example of a secondary school teacher who may not have any formal power. A humble teacher can emerge as a leader in certain crisis situation wherein she exerts her ability to inspire and influence and mutually seeks for achievement of objectives.

A leadership scholar, Warren Bennis was best known as the "father of leadership" and leadership education. In his book "On Becoming a Leader" (Rev. Ed. 2003) makes a clear distinction between leadership and management and between managers and leaders. According to him, "A manager's behavior and activities focus on controlling, planning, coordinating, and organizing. This differs from a leader, whose behaviors and tasks focus on innovation, vision, motivation, trust, and change." Warren Bennis and other scholars have identified important points of distinction between a leader and a manager, which are summarized in table 2.1

Table 2.1 Difference Between a Leader and a Manager

Sr. no.	Leader	Manager
1	Becomes a leader on basis of his personal qualities	Becomes a manager by virtue of his position.
2	Ask what and why	Asks how and when
3	Focuses on people and build relationship	Focuses on system and build processes
4	Do the right things	Do things right – as per set structure
5	Has a strategic vision for change	Establishes and imitates agendas and tasks

6	Conceives and develops	Administers and maintains
7	Inspires and gains trust of employees	Exerts control over employees
8	Followers follow them voluntarily	Subordinates follow their orders as part of their job
9	Challenges the status-quo	Accepts the status-quo
10	Utilizing human value and potential to solve problems	Planning and organizing to solve problems

Thus, Leadership doesn't require any managerial position to act as a leader. A manager, on the other hand, can only be a true leader if he possesses leadership qualities. Scholar Abraham Zaleznik sees "leaders as visionaries who are concerned with progress, whereas managers are planners who are concerned with process". This quotation clarifies the meaning of these two important terms. Managers accomplish their objectives through the use of coordinated actions and operational processes. Leaders, on the other hand, are more concerned with how to connect and influence people so that future growth is possible.

Check your progress:

1. Differentiate between a Leader and a Manager.

2. Which are the essential qualities a leader should possess to be effective and successful?

2.3 APPROACHES TO LEADERSHIP

People have long been fascinated with leadership throughout history, but a variety of formal leadership theories have only lately emerged. During the early twentieth century, there was a surge in interest in leadership. As interest in the psychology of leadership has grown over the last century, a variety of leadership theories have been developed to explain how and why certain people become exceptional leaders.

Early leadership theories up to 1940s, especially related to trait approach, concentrated on the characteristics that distinguished leaders from followers. The subsequent theories examined other variable i.e., the situational factors in the leadership. The situational approach to leadership believes that situational elements, rather than personal traits, determine leadership. Fiedler's (1967) contingency model is one of the most serious and detailed situational theories in the leadership literature. Fiedler has been most likely the first researcher to see the need for a more comprehensive explanation of leadership phenomena based on situational variables. Some scholars regard situational theory and contingency model as similar because both emphasise the importance of situations; they differ at a point as they have different expectations of leaders. According to the situational approach, a leader should adapt to the situation at hand.

According to Contingency Theory, the proper leader should be matched to the correct situation.

In past few decades, a third approach to leadership, known as the behavioural perspective on leadership, has been widely researched and added to the trait and situational approaches. The behavioural approach is based on the premise that effective leadership is the result of effective role behaviour. Behavioural approach to leadership seeks to conceptualise various leadership styles as well as their effects on followers. This concept contends that multiple behavioural patterns or leadership styles exist that vary not just among, as well as within, individuals. While many various leadership approaches have been developed, the present section will highlight the major six distinct approaches to leadership. They are as follows: Trait, Transformational, Transactional, Psycho-dynamic, Charismatic, Social.

2.3.1 Trait Approach to Leadership:

Trait approach to leadership is the earliest approach that study a set of traits that distinguished leaders from followers. It refers to psychological studies and theories that focus on the personal attributes of leaders like physical and personality characteristics and values. Many early trait researchers regarded leadership as a one-dimensional personality trait that could be measured consistently. The later trait approach researches are based on developing the lists of the traits of that are related to successful leadership and are used to predict leadership effectiveness. The generated lists of traits are then compared to those of potential leaders in order to determine their likelihood of success or failure. In 1989, John W. Gardner presented the results of his large-scale study of leaders, concluding that there are several traits that appear to make a leader successful in any situation. Some of the traits included were: physical vitality and stamina, action-oriented judgement, eagerness to accept responsibility, task competence, understanding of followers and their needs, skill in dealing with people, need for achievement, capacity to motivate people, trustworthiness, decisiveness, assertiveness and so on.

The trait approach to leadership contends that there are distinct psychological characteristics that explain for leadership emergence and effectiveness. It is much like personality traits that account for the persistent patterns of thought, action, and emotion of an individual and distinguish each individual from others. It acts as a benchmark against which an individual's leadership qualities can be measured. It provides in-depth knowledge and comprehension of the leader's role in the leadership process. For instance, unique individual differences in, personality or intelligence would explain why some individuals become leaders while others do not.

Trait approach posits that people inherit particular talents and attributes that make them better suited to leadership. Trait theories frequently pinpoint a specific personality or behavioural trait are generally associated

with leadership. Although these traits distinguished leaders from followers, the traits required of a leader varied depending on the situation.

The trait approach has been criticized for neglecting the interaction between leader and follower. Personal traits are merely one aspect of the overall environment. By focusing primarily on possible traits, the other aspects of leadership are overlooked. Further, it assumes that leadership is an inborn quality. This is not always true, as leadership qualities may be developed through training also. As well as, trait studies do not distinguish between trait that are needed for acquiring leadership and those that are necessary for maintaining leadership position.

2.3.2 Transformational Approach to Leadership:

Leadership research has tended to stress the influence of leaders on subordinates since the late 1970s. It rather emphasizes on leaders' ability to inspire and empower their followers, allowing them to contribute their maximum. Transformational approach to leadership is one amongst them and sometimes it is seen as a type of charismatic leadership. In 1978, James MacGregor Burns in his book "Leadership" proposed transformational leadership theory that has impacted fresh perspectives on leadership.

According to Burns (1978), leadership occurs when people with certain objectives and goals utilize resources in order to stimulate and satisfy the motives of followers. He distinguished two types of leadership: transactional and transformative. Transactional leadership focuses on fundamental, mostly extrinsic drives and needs.On a higher level, transformative focuses on intrinsic andmoral motives and needs. Burns' idea of Transformative leadership is concerned first with higher-order psychological requirements such as self-esteem, autonomy, and self-actualization, and subsequently with moral issues such as, righteousness, responsibility and obligation.

Burns (1978) states that, "The result of transforming leadership is a relationship of mutual stimulation and elevation that convert followers into leaders and may convert leaders into moral agents". Transformational approach to leadership is centered on the leader's vision being communicated and shared with followers in order to inspire them to sacrifice personal interests for the sake of the group. Some of our freedom fighters like can be an ideal illustration of a transformative leader because they transformed the 'Janmanas' by sharing their vision of free India. Rather than limiting themselves to achieve power, they stayed aware of a higher purpose. Their leadership vision extended beyond them to the greater welfare of all who followed him and for the welfare of the whole country. Another good example can be Abraham Lincoln, an ex-president of U.S.A.' who promoted the freedom of all slaves nationwide and in doing so inspired people to sacrifice personal interest for social good.

Transformational leaders are described by Bernard M. Bass (1985) primarily in terms of its effects on followers. Followers who have faith in, affection for, devotion to, and respect for the leader feel motivated to go

above and beyond their abilities. Followers of transformational leaders tend to identify deeply with and be transformed by the leader. Leaders facilitate followers' transformation by raising awareness about the importance and value of goal accomplishment, urging followers to transcend their own self-interest for the sake of the organisation or team, and activating higher order needs. This results in a shift in both leaders' and followers' values, expectations, and motivation. Leader influences followers' self-efficacy, and self-esteem as well. Thus, they empower their followers to reach their full potential and contribute more effectively to their organisation by mentoring and empowering them.

Bernard M. Bass (1985) furthered this concept by mentioning four primary factors that a transformational leader should have: Charisma (idealised influence), inspirational motivation, intellectual stimulation, and individualized consideration.

Charisma (Idealised Influence): A transformational leader has a huge influence on people who follow him and this is achieved through her/his ideal behaviour at all times.

Inspirational Motivation: Inspirational motivation is the ability of a transformative leader to inspire and excite followers to go above and beyond to achieve the desired goals and do the right things.

Intellectual Stimulation: The ability of the transformative leader to raise awareness of problems and solutions is referred to as intellectual stimulation. S/He stimulate the followers intellectually to envision newer and better future.

Individualized Consideration: Individualized Consideration suggests that the transformational leader acknowledges differences in subordinates' skills, competencies, and desires for growth opportunities. The degree to which the leader exhibits real care in the followers is an important aspect of individualized attention.

In nutshell, transformational leaders cultivate reciprocal connections with their followers that are based on trust and individual consideration. They are visionary leaders who are values-driven and inspiring, intellectually stimulating, and change agents. Transformational leaders are more commonly referred to as change agents who stimulate and direct staff to embrace new set of behaviour. These leaders are dissatisfied with the present situation and push their organizations to always change for better. They nudge their organizations toward a new state, perception or work culture by generating dissatisfaction with the current. They are always monitoring the outside world for new opportunities, projecting changes in fields and technology, and searching for ways to keep their organisation in sync with the outside world. They transform the follower's viewpoint on the challenges by assisting them in viewing old problems in fresh light.

2.3.3 Transactional Approach to Leadership:

Transactional approach to leadership has emerged as a contrasting with transformational approach leadership. Transactional leadership is marked by the leader's inclination to exert control over followers' behaviour and to engage in corrective interactions for the resolution of issues. For this, the follower will grant authority to the leader. Transactional leaders gain influence over their subordinates by offering rewards in exchange for his obedience. It is also comparable to bartering because it entails a simple interaction of interests- I will take care of your interests if mine are being taken care of.

Transactional leadership is characterized by simply the exchange of interests between the leader and the followers. Thus, transactional leaders focus on the needs of their followers and build a relationship with them based on satisfying those needs. In many ways, transactional leadership symbolizes the typical interaction between employer and staff which is just based on of rewards and punishment mechanism. Consider the very basic relationship between an employer and the employee/s as an example. Employees will work in exchange for a payment and will obey the superior's directions and rules as long as their needs are satisfied. Here both are aware of the other's power and resources. Their respective interests are intertwined and thus the relationship is established. The relationship, however, does not extend beyond the transaction.

The key distinction between transformational and transactional leadership is that only the former involves the empowerment of followers. Thus, transformational leaders may influence not only their followers' actions but also their values, expectations, and motivation, whereas transactional leaders can only influence their followers' behaviour. More notably, transformational and charismatic leaders can persuade subordinates to think beyond their personal interests and act in the best interests of the entire group, whereas transactional leaders build their influence on the followers' personal interests. A crucial point is that in transactional leadership, a leader utilizes rewards and punishment to motivate followers to perform their duties, whereas a transformational leader uses charisma to attract followers and gain some respect. Problem identification and resolution begin in transformative leadership long before the problem develops. The leader anticipates the problem and takes appropriate efforts to resolve it. The leader in transactional leadership reacts after the problem has surfaced.

2.3.4 Psychodynamic Approach to Leadership:

The Psychodynamic approach to leadership is based on basic psychoanalytic principles and Freudian research .Freud's theories served as the foundation for further understandings of the underlying reasons and motives that drive human behavior. Freud's psychoanalytical theories were later adopted, further built upon, to develop psychodynamic approach. Abraham Zalenick (1977), a management professor at Harvard,

and a group of young scholars were early proponents of the psychodynamic approach.

The psychodynamic approach to leadership explores the dynamics of human behaviour, which are often the most difficult to comprehend. It emphasizes that humans are complicated, unique, and paradoxical entities owing to their rich and diverse set of motivational factors and interaction patterns. Here are some key concepts and basic ideas within the Psychodynamic approach relating to leadership and organisation study:

- It lay emphasis on focusing on the 'inner theatre'. Many of our feelings, fears, motives, lie in our subconscious or inner self. Humans are not always consciously aware of the things that drive our personality and actions, but they do have a major effect on our reactions and relationships. When one focuses on understanding motivation behind human behaviour, identifying key relationship conflicts, he can align these inner motives to more productive interpersonal relationships.

- Humans are all the outcome of their previous experiences. Human personality is formed by the experiences, which are most influential in the early phases of their lives. These early experiences shape our responses to others and contribute to the development of many relationships.

- Human emotions influence how individuals feel about different situations and how they mentally organize them. The ability to regulate and express our emotions is fundamental to who and what we are.

- An implicit concept is that individual's personality traits are firmly embedded and almost difficult to modify. The idea is to accept one's own personality traits, as well as to understand and accept the traits of others.

Psychodynamic approach is based on the premise that by studying what influences a person's behaviour, a better understanding of how he or she functions and why they react or act in specific ways can be gained, and then using that knowledge to become better leaders and followers. Functionally, the psychodynamic approach stresses leaders gaining insights into their personality traits and understanding the responses of colleagues/followers based on their personalities. At the same time, leaders encourage colleagues/followers to obtain insights into their own personalities so that they can learn to understand their reactions to the leader and others.

The Psychodynamic Approach is significant for leadership in an organization for following reasons. Firstly, if a leader is effectively introspective and understands their personality traits and inner drives, they will be in sync with their emotional responses and will be able to direct their actions toward their team accordingly. Secondly, if they are more aware of their followers' emotional responses and pattern behaviors, they

may be able to adapt their leadership style to them and better lead them toward goal achievement. Further, the psychodynamic approach adds an important dimension to leadership by addressing our prior experiences, subconsciousness, feelings, self-understanding, and personality types.The strategy works because people become aware of each other's personalities, and so the differences are brought to light so that they may be discussed.

This approach has been criticized as it does not take into account organizational factors, rather it focuses only on leaders' personality and leadership style. Structural and organizational issues are overlooked in this approach. Other criticism is that it does not accommodate itself to conventional idea of training, as it focuses on increasing individual's self-awareness. It varies from individual to individual hence it is difficult to provide specific guidelines or standard solution for systematic change.

2.3.5 Charismatic Approach to Leadership:

Charisma is a Greek term that refers to "divinely inspired ability." According to sociologist Max Weber (1947), "charisma is a kind of influence that is based on the follower's perception that the leader possesses outstanding qualities, rather than the influencing someone with authority of position or tradition". Charismatic leadership is primarily an attribution of the followers. Followers attribute certain charismatic qualities to a leader based on their observations of the leader's behavior.

Charismatic approach to leadership is characterized by visionary leaders who are capable of motivating their followers, inspiring optimism, challenge the status quo, and serve as positive role models. It is also distinguished by great communication abilities. The concept of charismatic leadership is based on the psychoanalytic concept of personal identification. It is the process by which a person's beliefs about another person esp. the leader become self-defining or self-referential. Basically, it refers to the followers identifying with leaders and desiring to be like that person.

Warren Bennis (1989), after studying ninety of the most effective leaders in the United States, discovered that:

- Charismatic leaders were visionary in character,

- They had a clear vision or sense of purpose,

- They were able to express that vision in clear words that their followers could easily identify with,

- They displayed constancy and dedication in the pursuit of their vision, and

- They recognized and capitalized on their own strengths.

Thus, charismatic leaders would portray themselves as role models for their followers, who would then imitate and accept the leaders' views, beliefs, and behaviours. The extent to which a leader is charismatic is determined by followers' trust in the correctness of the leader's beliefs and the commonality of followers' beliefs to those of the leader. Further it is ascertained by followers' unquestioning acceptance of the leader and their willing obedience to the leader. Finally, it is defined by their identification with the goals of the organisation and greatly increased performance level.

Although there is general agreement on the benefits of charismatic leadership for both the organisation and the individual, it is criticized for the over dependence of followers on leader. Identification with the leader results in a high level of reliance on the leader by subordinates.In the extreme case of the leader's departure, the followers may experience a crisis, acute feelings of grief, and severe orientation problems.

2.3.6 Social Approach to Leadership:

Leadership has always been viewed as behaviour or style of a specific individual. The central assumption is that leadership is individualized and mostly top-down approach, with the leader exerting influence over followers. In contrast to this assumption, some scholars defined leadership as an extremely complicated phenomenon involving a large number of people and their activities, behaviours, and interactions. The social approach to leadership prominently stresses that it is a process of shared influence wherein an individual's action is no more significant than leadership as a social process.

The framework for social leadership was actually constructed some time ago, with the emergence of social identity theory. The importance of group dynamics in understanding individual and group behaviour is emphasized by social identity theory. Personal identity describes an individual's perception of oneself as unique and different from other persons in a specific circumstance. Alternatively, social identity refers to an individual's awareness that he or she belongs to particular social group is now a part of the emotional worth and significance of this group membership. In simple words, social identity refers to an individual's sense of belonging to a group.

Michael A. Hogg in his article "A social identity theory of leadership," describes the term "in group proto typicality", here the term prototype means someone or something that serves to illustrate the typical qualities. As people identify more strongly with a group, they pay closer attention to the group prototype and identify what or who is most prototypical of the group. As a result, the most prototypical member of the group is most likely to become a leader. He viewed leadership as group process generated by social categorization and prototype-based depersonalization processes associated with social identity.

Some dimensions of leadership development can be explained by social identity theory. According to this viewpoint, leadership emergence is the degree to which an individual fits with the identity of the group as a

whole. A group prototype emerges as a group evolves through time. Leadership, according to the social identity approach, is a function of the group rather than the individual. Individuals emerge as group leaders when they resemble the group prototype the most. They are more socially appealing, making it easier for group members to accept their authority and follow their decisions. Finally, group members assign leadership attributes to the person rather than the situation, further distinguishing the leader from the rest of the group by considering him or her as special. The leader, who maintains attitudes and behaviours congruent with the prototype, will be successful.

The social identity theory examines how groups perceive themselves and the issues they consider crucial. The main premise of the theory is that leaders can be identified by a specific social group rather than by the leader himself. This gives the leader the authority to approve the group's agenda and accomplish a result by responding to the needs of the group.

This theory has been criticized as individuals can manipulate their own leadership status in groups by showing themselves as prototypical to the group, they may not identify themselves with group in reality. Further, it substitutes individualism with social identity and trivialises the significance of self-esteem.

There are various approaches of thinking about leadership, varying from emphasizing the personality traits of exceptional leaders to stressing aspects of the circumstances that influence how people lead. Leadership, like many other concepts, is a multifaceted subject, and it is a combination of various aspects that contribute to why some people become excellent leaders.

Check your progress:

1. Describe the Psychodynamic approach to leadership.

2. What is transformational leadership? Why transformation leadership seems to be more effective than transactional leadership?

2.4 GOLEMAN'S LEADERSHIP STYLES

Leadership style is the manner and approach of providing direction, implementing plans and motivating people. According to the Goleman Leadership Styles framework (2002), leaders are required to deal with a changing environment at the workplace and need to have ability to deal it efficiently. This entire framework relies solely on emotional intelligence. It considers emotional intelligence as one of the first and single most important parts of leadership. To lead, a leader must understand the emotional sides of different aspects as well as the emotions of the followers. There must be some basic rapport and emotional understanding for the followers to understand and trust the leader as well.

The other term that is required to understand Goleman Leadership Styles model, is 'resonant leader'. A resonant leader instills pleasant and

energetic emotions in others and brings them into emotional harmony. When resonant leadership is implemented well in a team, it results in emotional satisfaction, collaboration, co - creation, and strong emotional connection that help the team get through difficult times. On the contrary, Dissonant leadership can result in an unpleasant feeling, a lack of rapport, stress, and even panic. This could result in more people restraining from speaking up because they are afraid of outbursts or repercussions from the leader or other members. He categorizes the six leadership types based on emotional intelligence into two groups:

i.   Affiliative leadership, Coaching leadership, Democratic leadership, and Authoritative/Visionary leadership are examples of leadership styles that build resonance and improve performance.

ii. Pacesetting leadership and commanding leadership styles, when utilized improperly, cause dissonance

The six leadership styles based on Daniel Goleman's Emotional Intelligence are believed to be the most practical an deffective set of leadership styles. Daniel Goleman (2002) describes all the six styles briefly, "Coercive leaders demand immediate compliance. Authoritative leaders mobilize people toward a vision. Affiliative leaders create emotional bonds and harmony. Democratic leaders build consensus through participation. Pacesetting leaders expect excellence and self-direction. And coaching leaders develop people for the future."These six leadership styles are discussed below.

2.4.1 The Pacesetting Leader:

Pacesetting leadership, as the term suggests, focuses on the leader setting the pace for the organisation by using a "Do it as I do" approach. Pacesetting leadership occurs when a leader sets an example of high performance, pace, and excellence. Team members are expected to follow suit, and the pacesetter places an emphasis on performance above everything else. As a result, the leader believes it is appropriate to either rush in and take over the work from an employee who is underperforming or terminate that employee for incompetence.

A pacesetting leader is exceptionally self-motivated. This leader is driven by a strong desire to achieve and sets high performance and perfection standards. At the same time, this leader takes significant initiative to get things done as quickly as feasible. Such leaders understand the significance of leading by example and holding their team to high standards and are trend-setters. A successful pacesetter understands the significance of clearly communicated requirements. A pacesetting leader demonstrates and reiterates why delays and disappointments should be avoided. Some of the famous sports leaders portrays pacesetting leadership style.

Pacesetting leadership is ideal for attaining short-term, time-sensitive organizational goals due to strict deadlines and an emphasis on high-quality output. As the leader is able to discover the strongest competencies

of team members and use them to build the employee's work performance. Pacesetting leadership shines the best when surrounded by a highly talented and experienced team. It is the best type of leadership to apply when the leader needs to establish a high-performance standard, team morale is weak, and belief in success is low.

This leadership style may be effective in the short term, but it may be damaging to staff engagement and motivation in the long run. Inability to meet strict deadlines can create stress among team members with low self-esteem and a sense of inadequacy. A team lead by pace setting leader may face trust issue with leader as the leader feels its appropriate to terminate who is inadequate rather than improving them with guidance. As pacesetting leadership is results-oriented with focus only on consistently high levels of performance, there is less scope for creativity and invention. As a result, work becomes increasingly short-sighted, monotonous, and tedious. At the same time, there is no emphasis on building relationships or team morale. Some of the drawbacks of pacesetting are substantial, and therefore it is essential to balance it with Goleman's other five leadership styles.

2.4.2 Authoritative Leader:

The authoritative leadership style is referred to as "visionary" leadership sometimes. Goleman defines visionary leadership as "the ability to take charge and inspire with a compelling vision". An authoritative/visionary leader sees the big picture and determines a long-term vision for the organisation. When an authoritative leadership style is used, the long-term vision is adequately articulated and clarified to the members of the organisation. This style is built on participation, communication, and goal setting.

An authoritative leader communicates and promotes the vision in such a way that members of the organisation are inspired and understand how they will benefit from its implementation. Each team member has a clear idea of the overall vision to be achieved. Such leaders are proactive and can often foresee challenges. Authoritative leaders are not hesitant to take risks that will bring the organisation closer to its true vision. They inspire unity and acknowledges employee's achievement. Authoritative leaders offer their teams a general direction and aim to attain, but they are free to achieve that goal in any preferred manner.

This leadership style works best when a leader has to take charge and inspire a significant shift in vision. The authoritative style is most effective when a new vision or clear direction is needed, e.g. when in a period of change – at an individual ororganizational level. It thrives the best if leader asks individual perspectives on the vision without abandoning authority or compromising with the vision.

Although this is a good leadership style, it should not be overused. Too much of this might lead to a lack of focus on shorter-term objectives and operational processes. As a result, the organisation may suffer and the team may be unable to fulfil the vision. Another issue is, there is a

concentration on the leader's vision, which leads to the dismissal of otherwise valuable ideas. It may lack an objective outlook on the need to either revise the vision or discard it altogether for something better.

2.4.3 Affiliative Leader:

Affiliative leadership is more concerned with relationships and people. As signified by the term 'affiliative- tending to promote social cohesion', it is focused at ensuring harmony and friendship in the workplace. The affiliative leadership style fosters trust and harmony in the team, boosting teamwork to new heights. Because of the high level of trust and communication, affiliative leadership style typically gives a great deal of flexibility in workplace which means that affiliative teams are more adaptable and can cope with changing circumstances better than many other teams. This leadership style incorporates a lot of feedback, acknowledgment, and rewards, which helps to foster team spirit and togetherness.

Affiliative leaders attempt to solve any problem by strengthening relationships and connecting with each team member on an emotional level. They seek to establish a pleasant work environment for their team members and are keen on offering recognition. While focusing on keeping all entire team happy, the affiliative leader develops good bond and relationships with and among teammates. This results in less stress and more autonomy for team members. Affiliative leaders are more likely to spend time with their staff to celebrate a thorough job. At the same time, the affiliative leader considers morality and values as their primary priority. Instead, affiliative leaders set an example of moral behaviour and expect others they work with to follow suit. This emphasis on morals also helps them in demonstrating empathy for their employees which other leadership styles usually lack.

Affiliative leaders can be very helpful when a team is in deep crisis. Furthermore, when trying to form team from the ground up, affiliative leadership is especially advantageous since it fosters trust and a sense of belonging, which can help to bind the team members together in a positive way. Positive communication is used by affiliate leaders to boost team morale and improve the rate of success.

Overuse of affiliative leadership, like the other styles, can have disastrous consequences. If a leader uses too much of this, s/he will lose sight of leadership role and instead become best friends with his followers. This may leave team members confused as they rarely receive actionable advice or correction and without guidance of a leader. In some case affiliative leadership can lead to a lack of accountability and productivity, because team harmony and friendship have taken precedence. Even leaders avoid taking tough decisions, or delays responding to conflicting situation, which may eventually do more harm to organisation. In contrast to the pacesetting leadership style, employee underperformance is commonly overlooked here, hence affiliative leadership may not work effectively when strict deadlines are to be met.

2.4.4 Coaching Leader:

Coaching leadership, as implied by the name, is when a leader coaches team members to develop and improve with a long-term perspective. Coaching leadership was proposed by behavioural scientist Paul Hersey and management expert Ken Blanchard as part of their Situational Leadership Model, which they developed in 1969.Coaching leadership is later included in Daniel Goleman's leadership styles based on emotional intelligence. Coaching leadership may influence ordinary people to perform extraordinary things in various fields like sports, trade, education, sales, or anything else.

Coaching leadership increases employee engagement and focuses on developing employees to become better individuals and professionals over time. This leadership style gives equal importance to accomplishment of task and developing interpersonal relationship with team members. Task focused behaviour is used by the leader to direct team members to perform specific tasks. However, the leader forms a supportive relationship with a team member, allowing the team member to acquire a sense of autonomy. In this manner, the leader both challenges and supports the team member, with the intention of guiding them toward self-development. This increases engagement, fosters partnerships, and improves the future productivity of the team member being coached. The coaching leadership style works best with a highly skilled leader and change-receptive team members.

Coaching leaders prioritize the personal growth of their team members over reaching work-related goals or sales targets. They work one-on-one with their staff to attain excellence, which works well for people who are willing to learn and grow. They intelligently use scaffolding and understand that their guidance should be gradually lessened so that each team member can develop a greater sense of autonomy. The coaching leadership style becomes long-term strategy for developing each team member. As a basic component of coaching leadership, coaching leaders employ constructive criticism and timely feedback for their growth. At the same time, coaching leaders need to understand the individual being coached on an emotional level in order to coach effectively. Empathy allows the leader to determine how to challenge and develop the individual, as well as know when to remove and increase pressure.

Coaching leadership can be time-consuming as it requires a lot of one-on-one time. It becomes too much demanding for leader as it requires much of their time, efforts and experience, but the reliasation of his efforts will take considerably a long-time span. The coaching leadership style will only succeed if team members are equally dedicated to the process. Coaching leaders can only work with employees who are committed to enhance their abilities in order to become better and more effective in their roles. It may not succeed, if team members do not make a significant commitment to self-development.

2.4.5 Coercive Leader:

Coercive leadership, also known as "directive" or "commanding" leadership, is best used when a leader needs to solve a problem swiftly and effectively. Coercive leadership is an autocratic, ordering style in which the leader gives commands and those commands are carried out. The coercive leader makes all decisions and gives commands to his/her team without providing any explanation. The coercive leadership style is characterized by strong and tight control and follow-up, as well as great clarity in rules, roles, and expectations. Military leaders often use the coercive leadership style. There is a reason this leadership is a popular leadership style in the military. The specific rules and standards provided by this leadership style allow for the development of a strong framework for ensuring safety and satisfying regulatory standards.

A coercive leader can achieve clarity and attain objectives by giving instructions and setting rules that define an employee's roles and responsibilities as well as by removing any impediments to task accomplishment. Furthermore, a coercive leader needs to understand each team member's competency as well as their strengths and weaknesses. This will enable the leader to assign duties to the appropriate team members depending on their skill levels Clarity of communication is a characteristic of coercive leadership. Everyone on the team understands what is expected of them for completing tasks successfully. They are also aware of the implications of failing to complete a task properly within the timeframe specified.

Coercive leadership can be effective, but only with low-skilled teams and during times of crisis when decisions must be made really fast. Coercive leadership is also beneficial for structuring inexperienced and unorganized team as leader's experience, clarity of communication and set rules and regulation inexperienced team to perform well. Since this style of leadership generates high clarity and execution speed, it can lessen worries and panic in critical situations.

Outside of these circumstances, it swiftly leads to dissonance, employees may feel dominated, disrespected, manipulated, victimised, and generally unhappy and unproductive. This leadership may quickly descend to autocratic leadership if the leader is not conscious about it. In that case, coercive leadership is harmful for employee engagement, especially with high-skilled teams in complicated situations. Here, employee development is sacrificed for the sake of the organization's goals. Hence in long run, team morale decreases, and employee engagement may suffer. Further, as this leadership relies heavily on the experience of the leader, it fails if the leader is not sufficiently experienced.

2.4.6 Democratic Leader:

Democratic leadership, also known as participative leadership, emerges when ideas are openly exchanged within a team and is based on democratic principles. Every team member has a valued voice and are encouraged to participate in decision-making just as much as the leader.

Kurt Lewin, a behavioural psychologist who worked during1930s and1940s, is credited with coining the term "democratic leadership" as part of his leadership experiments to examine leadership styles. Goleman's Six Leadership Styles also includes Democratic leadership, in contemporary times.

Democratic leadership style is a collective style of leadership that values the input of employees by empowering them. These leaders inspire group members to participate and contribute, making them feel more essential and dedicated to the decision-making process. The democratic leader is required to facilitate free-flowing interactions in which each team member can express ideas and perspectives, hence her/his communication skills are essential. However, in democratic leadership, the leader retains the right to allow for the input of others before making the ultimate decision or approving the team's decision.

Democratic leaders promote flexibility and accountability by giving employees a voice in decisions that affect their goals and the way they accomplish their tasks. By listening to their employees' issues and concerns with open mind, democratic leaders learn what they need to do to maintain high morale. Democratic leaders provide the congenial work environment where there is ample scope for creativity and innovation. They facilitate high levels of participation from each member, which leads to high levels of employee engagement. Democratic Leadership places a great emphasis on people-oriented behaviour rather than task-oriented behaviour. But at the same time, for a democratic leader, the ability to prioritize the ideas and opinion which leads to the realistic approach of task accomplishment, is really vital.

Though the democratic style may seem like the perfect leadership style, it is not suitable style that can be used during crisis as its time consuming. It leads to endless meetings and postponement of crucial decisions as too many people are involved in decision making. When employees are not skilled or knowledgeable enough to provide meaningful advice, the democratic model does not make logical sense. Longer meetings to discuss everyone's points of view and find a consensus may result in a decrease in productivity. The benefits of democratic leadership far exceed the drawbacks, so consider utilizing this leadership style. There are various types of leadership based on the level of engagement that a leader seeks while making decisions, nevertheless, the participative or democratic style of leadership is most suited to educational leadership. This approach promotes participation from all stakeholders, including teachers, parents, and students. As viewpoints of all stakeholders are considered, the overall quality of student learning is improved.

The discussion of all leadership style encompasses the explanation of the style, attributes seen or required in a leader well as the limitation of the style. A thorough examination of these components enable leader to choose the appropriate style wisely. Depending on the situation, these Goleman's leadership styles can be applied in varying proportions. Pacesetting and coercive leadership styles should be employed

occasionally, whereas democratic, authoritative, affiliative, and coaching types should be used more frequently and in greater proportion.

Check your progress:

1. How is the coercive leader different from the coaching leader?

2. According to you, which one of the Goleman's leadership styles is best suited for an educational institution? Why?

2.5 LET US SUM UP

In order to address the challenges of the twenty-first century, knowledge and skill empowerment has become a must. Both can only be obtained through quality education. Effective educational leadership is at the top of the list of requirements for ensuring quality education. As a result, education leadership is and will be critical in the twenty-first century and subsequent centuries. Learning can be considerably enhanced if the leader fosters organisational climate that will help effective learning. Thus, strong educational leaders, who are well-versed in leadership roles and styles at the same time and are able to remodel the existing system in favour of a more learning-centered system, is better suited to meeting the needs of the twenty-first century.

2.6 UNIT END EXERCISES

1. Explain the concept of leadership. Enumerate the characteristics of leadership.

2. "Managers provide structure and frameworks for operations, but leaders inspire." Justify the statement with references to difference between a leader and a manager.

3. What are the different requisites to become effective and successful leader?Elaborate the qualities that you would like to develop in yourself to become a good leader.

4. Discuss in detail the social approach to leadership.

5. What is a democratic leadership style? What is the role of leader in fostering democratic leadership in an organisation?

6. Critically analyze different Goleman's leadership styles.Which amongst them is the best style of leadership, according to you? Why?

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HUMAN RESOURCE MANAGEMENT (HRM) IN ORGANIZATION-I

Unit Structure

3A.0 OBJECTIVES

After learning this unit, student will able to

1. Explain Concept of Human Resource Management

2. Explain Skills and Responsibilities of An HR Manager

3. Explain Concept of Job Analysis

4. Comprehend Concept of Job Analysis.

3A.1 INTRODUCTION

In the success of every business, five M's Man, Money, Material, Methods, and Machinery/minutes play a crucial role. Human resource is an essential element of an organization. It includes all the employee and the people whosoever is contributed to the organization through their services. Specifically, employees are considered as human resources of the business.

The department handles the personnel management activities of an organization is also known as Human Resource. This department also executes the process of hiring, **employee benefits**, and compensation. Human resources are the lifeblood of every organization. The progress of an organization largely depends on their ability and performance. An

efficient and competent workforce ensures long term sustenance in the industry.

Human Resource Definition:

Different Authors had distinct viewpoints towards human resource. Henceforth, they define Human Resource based on their skills, research, and experience. Find below human resource definition given by some of the prominent authors & experts:

Leon C. Megginson defined "HR as the total knowledge, skills, creative abilities, talents, and aptitudes of an organization's workforce, as well as the value, attitudes, and beliefs of the individuals involved."

Jucius Michael calls human resources, as 'human factors', which refer to "a whole consisting of inter-related inter-dependent and inter-acting, physiological, psychological, sociological and ethical components."

Gray Dessler "The policies and practices one needs to carry out the people or human resource aspects of a management position, including recruiting, screening, training, rewarding, and appraising"

David A Decenzo and Stephen p. Robbins "Human is made of four activities:

a) Staffing,

b) Training and development,

c) Motivation and

d) Maintenance.

Cambridge dictionary states "Human resource definition "people, when considered as an asset that is or can be employed and that is useful to a company, organization, etc."

Human Resource Concept:

Earlier Personnel administration was regarded as the HR department of an organization because most of the employee-related activities viz. hiring, training, employee welfare, etc. performed by them in organizations. It entailed employee record keeping, implementation of organizational regulations according to employment laws. Also, personnel administrators determine wages, compensation, and other employee benefits. Managers used to perform tasks of administrators to maintain a smooth flow of work in the organization.

 According to traditional HR, employees were merely a source of production in the organization. In the present scenario, an efficient HR professional must know about Engagement, Strategic Human Resource Management, Job demands-resources model, HR analytics, Applicant tracking system, Employee turnover, HR report, Employee experience, and 360-degree survey. These concepts are quite different from the

conventional concepts of HR. Along with it, these concepts on the mutual development of organization and employee during the achievement of a goal. In other words, employees are considered and regarded as Human Assets for the growth and advancement of the organization.

3A.2 HUMAN RESOURCE MANAGEMENT

3A.2.1 Meaning and Importance of HRM:

Human resource management (HRM) is the practice of recruiting, hiring, deploying and managing an organization's employees. HRM is often referred to simply as human resources (HR). A company or organization's HR department is usually responsible for creating, putting into effect and overseeing policies governing workers and the relationship of the organization with its employees. The term human resources was first used in the early 1900s, and then more widely in the 1960s, to describe the people who work for the organization, in aggregate.

HRM is employee management with an emphasis on those employees as assets of the business. In this context, employees are sometimes referred to as human capital. As with other business assets, the goal is to make effective use of employees, reducing risk and maximizing return on investment (ROI).

The modern HR technology term human capital management (HCM) has been used more frequently compared to the term HRM. The term HCM has had widespread adoption by large and midsize companies and other organizations of software to manage many HR functions.

According to **Armstrong** (1997), Human Resource Management can be defined as "a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organisation's key resource – the people who work in and for it."

According to **John Bratton** and **Jeffrey Gold** (2007), "Human Resource Management is a strategic approach to managing employment relations which emphasizes that leveraging people's capabilities is critical to achieving competitive advantage, this being achieved through a distinctive set of integrated employment policies, programmes and practises."

The Importance of Human Resource Management:

The role of HRM practices are to manage the people within a workplace to achieve the organization's mission and reinforce the culture. When done effectively, HR managers can help recruit new professionals who have skills necessary to further the company's goals as well as aid with the training and development of current employees to meet objectives.

A company is only as good as its employees, making HRM a crucial part of maintaining or improving the health of the business. Additionally, HR managers can monitor the state of the job market to help the organization stay competitive. This could include making sure compensation and

benefits are fair, events are planned to keep employees from burning out and job roles are adapted based on the market.

3A.2.2 How does HRM work?:

Human resources management works through dedicated HR professionals, who are responsible for the day-to-day execution of HR-related functions. Typically, human resources will comprise an entire department within each organization.

HR departments across different organizations can vary in size, structure and nature of their individual positions. For smaller organizations, it is not uncommon to have a handful of HR generalists, who each perform a broad array of HR functions. Larger organizations may have more specialized roles, with individual employees dedicated to functions such as recruiting, immigration and visa handling, talent management, benefits, compensation and more. Though these HR positions are differentiated and specialized, job functions may still overlap with each other.

Amazon is an example of a large company with multiple types of specialized HR positions. Amazon's career website lists 15 different HR job titles:

- HR assistant

- HR business partner

- HR manager

- Recruiter

- Recruiting coordinator

- Sourcer

- Recruiting manager

- Immigration specialist

- LoA and accommodation specialist

- Compensation specialist/manager

- Benefits specialist/manager

- Talent management specialist/manager

- Learning and development specialist/manager

- HR technology/process project program manager

- HR analytics specialist/manager

3A.2.3 Objectives of HRM:

The objectives of HRM can be broken down into four broad categories:

1. **Societal objectives:** Measures put into place that responds to the ethical and social needs or challenges of the company and its employees. This includes legal issues such as equal opportunity and equal pay for equal work.

2. **Organizational objectives:** Actions taken that help to ensure the efficiency of the organization. This includes providing training, hiring the right number of employees for a given task or maintaining high employee retention rates.

3. **Functional objectives:** Guidelines used to keep HR functioning properly within the organization as a whole. This includes making sure that all of HR's resources are being allocated to their full potential.

4. **Personal objectives:** Resources used to support the personal goals of each employee. This includes offering the opportunity for education or career development as well as maintaining employee satisfaction.

Within the unit of each organization, the objectives of HRM are to:

1. Help the organization achieve its goals by providing and maintaining productive employees.

2. Efficiently make use of the skills and abilities of each employee.

3. Make sure employees have or receive the proper training.

4. Build and maintain a positive employee experience with high satisfaction and quality of life, so that employees can contribute their best efforts to their work.

5. Effectively communicate relevant company policies, procedures, rules and regulations to employees.

6. Maintaining ethical, legal and socially responsible policies and behaviors in the workplace.

7. Effectively manage change to external factors that may affect employees within the organization.

3A.2.4 Nature of HRM:

1. HRM is based on certain principles and policies contribute to the achievement of organizational objectives.

2. HRM is a pervasive function – Human resource management is not specific to an individual department, rather it is a broader function and spread throughout the organization, it manages all type of people from lower level to top level departments of the organization.

3. **HRM is people oriented:** People or human resource is the core of all the activities of human resource management. Human resource management works with and for people. It brings people and organization together to achieve individual and organizational goals.

4. **HRM is continuous activity:** All factors of production are required to be continuously updated and improved to cope up with the changes and increased competition. Similarly, human resource also continuously trained, developed, or replaced to face the next level of competition. Hence, it is a continuous activity.

5. HRM is a part of management function.

6. HRM aims at securing maximum contribution.

7. HRM aims at optimum use of personnel power.

3A.2.5 Scope of HRM:

1. Personnel Aspect:

- **Human Resource Planning:** It is the process by which the organization identifies the number of jobs vacant.

- **Job Analysis and Job Design:** Job analysis is the systematic process for gathering, documenting, and analyzing data about the work required for a job. Job analysis is the procedure for identifying those duties or behaviour that define a job.

- **Recruitment and Selection:** Recruitment is the process of preparing advertisements on the basis of information collected from job analysis and publishing it in newspaper. Selection is the process of choosing the best candidate among the candidates applied for the job.

- **Orientation and Induction:** Making the selected candidate informed about the organization's background, culture, values, and work ethics.

- **Training and Development:** Training is provided to both new and existing employees to improve their performance.

- **Performance Appraisal:** Performance check is done of every employee by Human Resource Management. Promotions, transfers, incentives, and salary increments are decided on the basis of employee performance appraisal.

- **Compensation Planning and Remuneration:** It is the job of Human Resource Management to plan compensation and remunerate.

- **Motivation:** Human Resource Management tries to keep employees motivated so that employees put their maximum efforts in work.

2. Welfare Aspect:

Human Resource Management have to follow certain health and safety regulations for the benefit of employees. It deals with working conditions, and amenities like - canteens, creches, rest and lunch rooms, housing, transport, medical assistance, education, health and safety, recreation facilities, etc.

3. Industrial Relation Aspect:

HRM works to maintain co-ordinal relation with the union members to avoid strikes or lockouts to ensure smooth functioning of the organization. It also covers - joint consultation, collective bargaining, grievance and disciplinary procedures, and dispute settlement.

3A.2.6 Skills and Responsibilities of an HR Manager:

HRM can be broken down into subsections, typically by pre-employment and employment phases, with an HR manager assigned to each. Different areas of HRM oversight can include the following:

- Employee recruitment, onboarding and retention

- Talent management and workforce management

- Job role assignment and career development

- Compensation and benefits

- Labor law compliance

- Performance management

- Training and development

- Succession planning

- Employee engagement and recognition

- Team building

Skills that can add value to HR managers include:

- Employee relations

- Job candidate relations

- Sourcing and recruiting

- Interpersonal conflict management

- New employee onboarding

- HR software and information system experience

- Performance management

- Customer service

- Project management

3A.2.7 Job Analysis in HRM:

A) Meaning:

Job analysis is a systematic and detailed examination of jobs. It is a procedure for determining the duties and skill requirements of a job and the kind of person who should be hired for it.

Job analysis is the procedure through which you determine the duties and nature of the jobs and the kinds of people who should be hired for their goal. It provides to write job descriptions and job specifications, which are utilized in recruitment and selection, compensation, performance appraisal, and training.

Job analysis is a formal and detailed examination of jobs. It is a systematic investigation of the task, duties and responsibilities necessary to do a job.

A task is a distinct work activity carried out for a distinct purpose. Examples would include type a letter, preparing a lecture, or unloading a mail truck.

A duty is a large work segment consisting of several tasks, related by some sequence of events that are performed by an individual.

A position refers to one or more duties performed by one person in an organization. There are at least as many positions as there are workers in the organization.

Job responsibilities are obligations to perform certain tasks and duties. Thus, job analysis is a procedure and a tool for determining the specified tasks, operations and requirements of each job.

It is a complete study of job, embodying every known and determinable factor, including the duties and responsibilities involved in its performance, the conditions under which the performance is carried on, the nature of the task, the qualities required in the worker and such conditions of employment as pay, hour, opportunities and privileges. It also emphasizes the relation of one job to others in the organization.

Job analysis is a process of studying, examining and collecting detailed information relating to the components and various operations of job. It is a process of collecting and analysing data relating to a job. It is defined as the process of studying and collecting information relating to the operations and responsibilities of the specific job. The immediate products, of this analysis are Job description and Job specification.

According to Scott, Clother and Spriegel "job analysis is the process of critically evaluating the operations, duties and responsibilities of the job".

In the words of Yoder "job analysis is the procedure by which the facts with respect to each job are systematically discovered and noted".

Thus, job analysis is a process of collecting information about the job.

B) The Job Analysis May Include These Activities:

(a) Reviewing the job responsibilities of current employees,

(b) Doing Internet research and viewing sample job descriptions online or offline highlighting similar jobs,

(c) Analysing the work duties, tasks, and responsibilities that need to be accomplished by filling the position,

(d) Researching and sharing with companies that have similar jobs, and

(e) Articulation of the most important outcomes or contributions needed from the position.

C) Important Concepts:

The important concepts of job analysis are:

1. Job:

In simple language, a job may be understood as a division of total work into packages/positions. According to Dale Yoder, "A job is a collection or aggregation of tasks, duties and responsibilities as a whole, is regarded as a regular assignment to individual employees and which is different from other assignments".

Thus, a job may be explained as a group of positions involving some duties, responsibilities, knowledge and skills. A job may include many positions. A position is a particular set of duties and responsibilities regularly assigned to an individual.

2. Job Description:

Job descriptions are written statements that describe the:

(a) Duties,

(b) Responsibilities,

(c) Most important contributions and outcomes needed from a position,

(d) Required qualification of candidates, and

(e) Reporting relationship and co-workers of a particular job.

Job descriptions are based on objective information obtained through job analysis, an understanding of the competencies and skills required to accomplish needed tasks, and the needs of the organization to produce work.

Job description clearly identifies and spells out the responsibilities of a specific job. Job descriptions also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions.

The best job descriptions are living, breathing documents that are updated as responsibilities change. The best job descriptions do not limit employees, but rather, cause them to stretch their experience, grow their skills, and develop their ability to contribute within their organization.

3. Position Description:

The Human Resource Director Guide and managers the overall provision of Human Resources services, policies and programs for the entire company.

The major areas directed are:

(a) Recruiting and staffing;

(b) Organizational and space planning;

(c) Performance management and improvement systems;

(d) Organization development;

(e) Employment and compliance to regulatory concerns;

(f) Employee orientation, development, and training;

(g) Policy development and documentation;

(h) Employee relations;

(i) Company-wide committee facilitation;

(j) Company employee and community communication;

(k) Compensation and benefits administration;

(l) Employee safety, welfare, wellness and health;

(m) Charitable giving; and

(n) Employee services and counselling.

The Human Resources Director originates and leads Human Resources practices and objectives that will provide an employee-oriented, high performance culture that emphasizes empowerment, quality, productivity and standards, goal attainment, and the recruitment and on-going development of a superior workforce.

The Human Resource Director coordinates implementation of services, policies, and programs through Human Resources staff; reports to the CEO and serves on the executive management team; and assists and advises company managers about Human Resources issues.

4. Job Specification:

It is a standard of personnel and designates the qualities required for an acceptable performance. It is written record of the requirements sought in an individual worker for a given job. It refers to a summary of the personnel characteristics required for a job. It is a statement of the minimum acceptable human qualities necessary for the proper performance of a job.

5. Job Design:

Job design is the division of the total task to be performed into the manageable and efficient units- positions, departments and divisions-and to provide for their proper integration. The sub-division of work is both on a horizontal scale with different tasks across the organization being performed by different people and on the vertical scale, in which higher levels of the organization are responsible for the supervision of more people, the co-ordination of sub-groups, more.

D) The Different Factors to Be Considered While Collection of Job Analysis Data Are:

1. Freedom from Bias (Exaggeration/Hiding of Facts):

Respondents at times tend to exaggerate the facts to show the complexity of their jobs and consequently their mastery over the same. Vice-versa few also tend to hide the facts emanating out of their fear as they suspect that the organization may find him/her incompetent. Both exaggeration and hiding of facts will lead to erroneous data and hence care should be taken by the data collector that such bias do not occur.

2. Allaying Anxiety Respondents:

Some respondents look at this activity with suspicion and think that it may be a management's covert strategy which may harm them in the long-run. Allaying all such fears and anxieties is very important to ensure correctness and consistency of data.

3. Use of Right Data Collection Method:

Choosing a right data collection method is very important in conducting job analysis. Out of the various methods available the method which suits best must be selected and not necessarily the 'best method'.

4. Recency Impact:

Respondents tend to talk about their job aspects more which have occurred recently or they have been more involved in the recent past, while ignoring other dimensions. Interviewer must ensure that such errors do not occur and guide the respondents in overcoming this bias.

5. Commitment:

The commitment of the top management, line functions and finally of the HR department is paramount to ensure the success, of job analysis.

E) Aspects of Job Analysis are Brought Out as Follows:

1. Job analysis establishes the structural- functional delineation of an organisation, according to the classical paradigm of administrative theory.

2. Job analysis deals with responsibilities, defining roles, delineating scope and authority at each level of the organisation.

3. It answers the important utilitarian call of optimizing organisational efficiency through maximising individual capabilities, as per the systems paradigm of organisational theory.

4. It basically deals with job study. It studies very detailed, specific and exhaustive on job.

5. As per scientific management precepts, the job analysis describes work process in detail on physical demands at work, physical conditions of work and also human relations and behavioural

6. Job analysis answers the important utilitarian call of optimising organisational efficiency through maximizing individual capabilities, as per the systems paradigm of organizational theory.

F) Importance of Job Analysis to HR Managers:

Job analysis is so important to HR managers that it has been called the building block of everything that personnel does.

The fact is that almost every human resource management program requires some type of information that is gleaned from job analysis:

1. Work Redesign:

Often an organization seeks to redesign work to make it more efficient or to improve quality. The redesign requires detailed information about the

existing job(s). In addition, preparing the redesign is similar to analyzing a job that does not yet exist.

2. Human Resource Planning:

As planners analyze human resource needs and how to meet those needs, they must have accurate information about the levels of skill required in various jobs, so that they can tell what kinds of human resources will be needed.

3. Selection:

To identify the most qualified applicants for various positions, decision makers need to know what tasks the individuals must perform, as well as the necessary knowledge, skills, and abilities.

4. Training:

Almost every employee hired by an organization will require training. Any training program requires knowledge of the tasks performed in a job, so that the training is related to the necessary knowledge and skills.

5. Performance Appraisal:

An accurate performance appraisal requires information about how well each employee is performing in order to reward employees who perform well and to improve their performance if it is below standard. Job analysis helps in identifying the behaviours and the results associated with effective performance.

6. Career Planning:

Matching an individual's skills and aspirations with career opportunities requires that those in charge of career planning know the skill require-ments of the various jobs. This allows them to guide individuals into jobs in which they will succeed and be satisfied.

7. Job Evaluation:

The process of job evaluation involves assessing the relative dollar value of each job to the organization in order to set up fair pay structures. If employees do not believe pay structures are fair, they will become dissatisfied and may quit, or they will not see much benefit in striving for promotions. To put dollar values on jobs, it is necessary to get information about different jobs and compare them.

Job analysis is also important from a legal standpoint. The government imposes requirements related to equal employment opportunity. Detailed, accurate, objective job specifications help decision makers comply with these regulations by keeping the focus on tasks and abilities. These documents also provide evidence of efforts made to engage in fair employment practices.

For example, to enforce the Americans with Disabilities Act, the Equal Employment Opportunity Commission may look at job descriptions to identify the essential functions of a job and determine whether a disabled person could have performed those functions with reasonable accommodations.

Likewise, lists of duties in different jobs could be compared to evaluate claims under the Equal Pay Act. However, job descriptions and job specifications are not a substitute for fair employment practices.

Besides helping human resource professionals, job analysis helps supervisors and other managers carry out their duties. Data from job analysis can help managers identify the types of work in their units, as well as provide information about the work flow process, so that managers can evaluate whether work is done in the most efficient way.

Job analysis information also supports managers as they make hiring decisions, review performance, and recommend rewards.

The job analysis provides the following information:

i.   **Job Identification:** Job title, job code number

ii. **Characteristics of the Job:** Job location, Physical setting, supervision levels required, union jurisdiction, and hazards associated etc.

iii. **Job Duties (Principal activities):** A detailed list of the duties along with the probable frequency of occurrence of each duty.

iv. Equipment and materials used

v.   **How a Job is done:** Focus lies mainly on the nature of operations associated with the job.

vi. **Required Personnel Attributes:** Experience levels, trainings undertaken, apprenticeships, physical strength, coordination levels, mental capabilities, social skills, communication skills etc.

vii. **Job Relationships:** Opportunities for advancement, working conditions, essential cooperation etc.

There are mainly five sources of job information which are as follows:

1. **Job holders' questionnaires:** Information may be gathered from the job holder personally or through a job questionnaire which should be as short as possible, simple, should explain for what purpose the questionnaire is being used and should be tested before using it.

2. **Other employees who know the job:** This may include supervisors and foreman who may be given special training and be asked to analyse the job under their supervision.

3. **Independent observer:** This is the person who observes the employee performing the job. Special job-reviewing committees or technically trained job analysts can be assigned the job and necessary information collected from them.

4. **Job incumbent diary or log:** If the job incumbent keeps his/her diary or log updated recording his/her job duties, his/her frequency and also when the duties are performed, these can also provide very useful information.

5. **Interviews:** Information may also be gathered through interviews of the people concerned.

G) Job Analysis Involves Different Steps which are Described Below:

1. Determination of uses of job analysis

2. Strategic choices in job analysis

3. Information collection

4. Information processing, Job description and Job specification.

Step # 1. Determination of Uses of Job Analysis:

Job analysis begins with determination of uses of job analysis. Job analysis has variety of uses. Earlier it was used for recruitment and selection and later its coverage increased. Therefore, before analyzing the job, the organization should define the uses of job analysis.

Because, without knowing the purpose, required information cannot be collected. In large organizations, it is undertaken in comprehensive, systematic and in written form. But in small organizations the process is generally informal and is used for limited purposes.

Step # 2. Strategic Choices in Job Analysis:

There are certain strategic choices with regard to job analysis which are described below:

(a) Employees Involvement:

Before analyzing the job, it is advisable to know the extent of employee's involvement in the job, because a job holder knows better about the job and it is easy to collect the information about the job from job holders. But the question is whether job holder should be involved in the process as there are every possibilities of inflating the duties and responsibilities of his job by the job holder.

If employees are not involved, they tend to become suspicious about the process undertaken by the organization. Therefore, extent of employees involvement in the job should be understood along with the adverse effect on employees before job is being analyzed. Action should be taken to

convince the employees, the object of conducting the job analysis programme and their co-operation should be sought.

(b) Level of Details of Analysis:

Job analysis may be made in-depth or it can be completed without going in to the details. It is therefore necessary to define the level of details of analysis. Generally, objectives and use of analysis determine the level of details of analysis along with nature of job. Job of routine nature with limited responsibilities requires fewer details whereas dynamic and non-repetitive job requires detailed analysis.

(c) Frequency and Timing of Analysis:

Frequency of job analysis and time during which analysis is to be undertaken is also another important factor to be considered while analyzing the job.

Generally job analysis is conducted under the following circumstances:

(i) When an organization is newly established or new job is created in an organization or

(ii) When job restructuring and rationalization is initiated in the organization or

(iii) When there is no relation between job demand and remuneration or

(iv) When there is a change in technology, method & procedure of doing a job.

(d) Past Oriented vs. Future Oriented:

Generally job analysis is made on the basis of past performance. But due to rapid change in the technology a future oriented approach may have to be initiated depending upon the change in the nature of job requirements. Future oriented job analysis allows an organization to initiate the process of acquiring and developing employees in advance. For example in many organizations, typewriters are replaced with computers and organization have to prepare & develop their employees accordingly.

Step # 3. Information Collection:

The next step to be followed in the process of job analysis is information collection for job analysis which involves the following sub steps:

(a) The type of information to be collected

(b) Method to be adopted to collect the information

(c) Persons involved in information collection

(a) Type of Information to be Collected:

In deciding the type of information to be collected, all details about the job need to be gathered. It may be related to description of work like why, when and how, task is performed, machines, tools, and equipment used, job contents, personal requirement of job holder etc.

(b) Method to be Adopted to Collect the Information:

With regard to method to be applied to collect the data, there are several methods like observation, interview method, questionnaires, checklists, technical conference etc. Use of a particular method depends on type of information required for job analysis.

(c) Persons Involved in Information Collection:

Persons generally involved for gathering information are – trained job analysts, supervisors, job incumbents or job holders. Trained job analysts maintain objectivity, consistency in information collection and reporting but intrinsic factors of job may be missed by them. Supervisors ensure speedy collection of information and there will be better familiarity with job contents and contexts but they have time constraints and they lack skill required for job analysis.

Job holders provide information with greater familiarity but their opinion may be biased and they lack skills in providing relevant information for job analysis. However, type of persons to be involved in the process of data collection ultimately depends on the purpose of job analysis and the nature of job to be analyzed.

Step # 4. Information Processing, Job Description and Job Specification:

The last step in the process of job analysis is processing of information collected which involves editing and classification of information in to different relevant components which are helpful in the preparation of job description and job specification. Job description refers to the description of duties, responsibilities, and requirement of a particular job. Job specification is the statement that describes the minimum acceptable qualifications that a job holder should possess to perform the job successfully.

H) Methods Used For Job Analysis:

There are a number of methods used for job analysis. These methods are meant to collect data about job.

These are as follows:

Method # 1. Questionnaire:

This is a widely used method for collecting data pertaining to job. The questionnaire is structured in such a fashion that all data about

nomenclature of jobs, description of duties, machines and equipment used, working conditions etc. can be collected.

The questionnaire is filled both by employees/subordinates and supervisors. The questionnaire should be very clear, understandable and relevant. If the questionnaire is not able to bring out responses of employees/managers, it should be discarded and fresh questionnaire should be made.

Method # 2. Written Narratives:

In this system, the employee keeps a daily record of major duties performed, marking the time when each task is started and finished. This forms the basis of narratives which become a tool in getting the information relating to different jobs. They may be incomplete and unorganized, thus you need to supplement it with interviews etc.

Method # 3. Observations:

In this method the job analyst personally observes the job while people are doing it. He checks the tasks performed on the job, the pace of work, working condition, job hazards involved etc. in any one work cycle. Based on these observations he makes a job analysis. This method has one major limitation. It is that the analyst has to be very careful about what information to observe and what not to observe. Also after observation, he should know how to analyze.

Method # 4. Interviews:

The analyst in this method personally interviews the employees while they are performing the job. A standard format is used to collect data collected from different employees. The analyst asks standard job related questions. These interviews are often used with observation tool to clarify all questions related to the jobs being analyzed. In this analysis, employees may not always come out with the real information about job but an intelligent analyst has the ability to shift relevant information from irrelevant one.

Pros of Interviews:

(a) It is very simple and quick method of getting information which might never come through in written.

(b) A very tactful interviewer can take out some information about group/activities informally which are never depicted on organizational charts.

(c) Interviews may reflect dissatisfaction with the job for various monetary or safety reasons which may help management in re-analyzing it.

Cons of Interviews:

(a) There is a tendency among employees to inflate their jobs importance. This leads to a different perception about the job needs of analysts.

(b) Respondents often take interviews as some kind of efficiency evaluation which may affect their pay. Thus, they may tend to exaggerate certain responsibilities of their job and minimize others.

(c) Respondents may include the ability based versions of the statements than simple task statements.

(d) The prudent analysts may not be able to get that information and if he is getting multiple inputs to his questions it may become difficult for him to get the valid responses. It is a very slow process.

I) Types of Job Analysis Questionnaires:

The questionnaires used to collect data for job analysis are generally of four types, depending upon the nature of the job, such as:

1.   JRQ: Job Related Questionnaire

2.   PAQ: Position Analysis Questionnaire

3.   MPDQ: Management Position Description Questionnaire

4.   FJAQ: Functional Job Analysis Questionnaires.

1. JRQ (Job Related Questionnaire):

These questions disseminate the data regarding job elements and job complexity for an analysis of the job performance requirements.

2. PAQ (Position Analysis Questionnaire):

These questions cover six major areas such as type and nature of source of information, mental process applied in performance, physical activities involved to perform, relationship with other jobs/ job and workers, work environment or culture prevailing, and other relevant information for improving job performance.

These data enable the management to scientifically analyze the elements of groups or activities interrelationships into job dimensions.

3. MPDQ (Management Position Description Questionnaire):

These questions are designed to analyze the managerial jobs and therefore the questions are aimed at collecting all possible information from the managers/executives so as to examine the importance of the job, its significance to the organization or the position and the desired responsibilities and accountabilities for a said job.

4. FJAQ (Functional Job Analysis Questionnaires):

It is a worker-oriented job analysis where the questions are designed to gather information from the worker in the said job or a similar job in another industry to define the personality required to perform the job in question.

J) Competency Approach:

Competency approach of job analysis (also known as competency-based job analysis) is a comparatively newer practice in human resource management. Competency-based job analysis involves analyzing a job in terms of competencies required for performing the job effectively.

Thus, the job is not defined in terms of duties and responsibilities as is done in traditional job analysis but in terms of competencies required. Competency of an individual is the combination of his knowledge, skills, attitudes, values, and interest.

Competency approach of job analysis is based on the assumption that competencies of people influence organizational performance. Therefore, instead of thinking of individuals having jobs that are relatively stable and can be written up into typical job descriptions, it may be more relevant to focus on the competencies used in performing the job.

There are three main reasons why organizations adopt competency approach of job analysis:

1. Communicating needed behaviors throughout the organization.

2. Raising overall competency level of the organization.

3. Emphasizing competencies of people to enhance organizational competitive advantage.

Process of adopting competency approach of job analysis is as follows:

1. A team of senior managers identifies future performance result areas critical to the organization, for example, customer orientation, innovation, employee productivity, etc.

2. Panel groups of individuals having knowledgeable about the jobs in the organization are constituted. This group may include both high- and low-performing employees, supervisors, managers, trainers, and others.

3. A facilitator either from HR department or an outside consultant interviews the panel members to get specific examples of job behaviors and actual occurrences on the jobs.

4. The facilitator develops detailed descriptions of each of the competencies using relevant concepts of behavioral science. This phase provides clarity and specifics so that employees, supervisors,

managers, and others in the organization have a clearer understanding of the competencies associated with jobs.

5. The competencies are rated and levels needed to meet them are identified. The competencies are specified for each job.

6. Standards of performance are identified and tied to the jobs. In the light of this, appropriate employee selection screening, training, and compensation processes focusing on competencies are developed and implemented.

K) Uses of Job Analysis:

A sound job analysis programme is an essential ingredient of good HR management. Job analysis data recorded in the form of job description, provide most valuable information needed to accomplish many of the other personnel.

The uses of job analysis may be summarized below:

(i) It is helpful in forecasting of human resources of the organization.

(ii) For recruiting purposes, job analysis must provide information on personal qualifications necessary to perform job related behaviour.

(iii) It helps for placing right person on the right job at the right time.

(iv) It is used as a foundation for job evaluation.

(v) It provides necessary information to the management for training and development programmes of employees.

(vi) It helps in establishing clear-cut standards for the development of performance appraisal system of the organization.

(vii) It helps management to look objectively at the hazards associated with the machinery and tools required to be handled as well as with the work environment.

(viii) It provides helps in redesigning jobs to match with mental make-up of the employees.

The Main Advantages of Job Analysis Are:

1. Job analysis facilitates the selection and placement, of right personnel in each job.

2. Management can provide adequate training to the needy employees.

3. Reasonable wage rate is fixed with the help of job analysis.

4. Job analysis helps in job evaluation and merit rating.

5. Job analysis helps the superiors to take timely decisions. The decision may be related to promotion, transfer, selection, etc.

6. Industrial disputes may be put an end to with the help of job analysis.

7. Adequate disciplinary action may be taken by the management.

8. The selection of right personnel ensures job satisfaction and morale among the employees.

9. Job analysis helps in reducing labour turnover, absenteeism and removing inequalities in pay fixation.

10. It provides a basis of performance appraisal and facilitates the control function of the management.

3A.3 LET US SUM UP

Nowadays, Human Resource Professionals perform as a strategic business partner of the organization. It involves the development of workforce strategies and their implementation to attain competitive goals in the industry. Also, all the HR techniques, like **recruitment**, training, compensation, and employee relations are used to strengthen the organization and to ensure sustenance in a highly competitive business environment.

3A.4 UNIT END EXERCISE

1. What is Human Resource Development? Explain Nature and Scope.

2. Discuss on Job analysis concept and role in human Resource Development.

3. What is Job Analysis?

4. Explain importance of job analysis to HR managers.

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3B

HUMAN RESOURCE MANAGEMENT (HRM) IN ORGANIZATION-II

Unit Structure

3B.0 OBJECTIVES

After learning this unit, student will able to

1. Explain Concept of Staff Management.

2. Explain Need of Staff Management.

3. Explain Concept of Organizational Develeopment.

4. Explain Components of Organisational Development.

3B.1 INTRODUCTION

In the current business scenario, the Human Resource Department is one of the most required departments in any business organization. This department plays a crucial role in the placement of the right person in a suitable position in the organization. It supports the organization to align

employee performance with its objectives. Also, it will enable managers to hire competent employees, upgrade their performance through **training and development**, the evolution of inclusive culture, and maintain relations.

3B.2 STAFF DEVELOPMENT (SD)

3B.2.1 Meaning of SD:

Staff development is a process of practices and procedures that helps develop the knowledge, competencies, and skills of the people in the organization. It also improves the effectiveness and efficiency of an individual and the university. The success of any university or an educational institution depends upon staff development. The role of staff is to have relevant knowledge, skills, and competencies, as the staff is recognized for the success of the institution.

Staff development needs a strategic and professional approach to attract more staff who possess relevant skills. It also aids in retaining the high-caliber staff who are required to deliver their respective objectives.

Staff development plays a crucial role in building the capability of the workforce. The main objective of staff development is to provide the faculty with a framework that helps encourage and support the institution's developmental objectives. It also has strategic aims and operational requirements that aim to take into account the staff's needs and career aspirations. The success of their departments depends on various strategies.

While maximizing the usage of available resources, departments work alongside the learning and development team. This is done to develop an approach that is coordinated with the staff development planning. The leaders or managers of the staff are provided with particular skills and knowledge through which they can work in partnership with their staff. This leads to efficiency in the work and results in the continuous growth of the staff.

Here, the members are encouraged to acquire skills for successful planning of the various roles in the university. It leads to a high order thinking and learning pathway for the staff. With all these different processes, an appropriate balance is created between the desire for individual staff members to maximize their potential.

Effective staff development requires continuous collaboration between supervisors and their staff. Supervisors are responsible for guiding and supporting the professional development of their staff by offering or identifying learning and professional development opportunities and providing coaching and feedback. To support supervisors in providing such opportunities for staff, Buffalo State offers programs and resources that can help staff enhance their work-related skills. Staff also share the responsibility for their own professional development and are encouraged to speak with their supervisor about taking advantage of available resources for professional development.

3B.2.2 Staff Development Goals:

To improve skills and knowledge in order to raise the level of job performance.

- To leverage strengths more fully in your job in support of your department's goals and the mission of the college.

- To learn new skills and knowledge that will prepare you for new responsibilities or increase your career advancement potential.

3B.2.3 Need of SD:

Five reasons why staff development in the workplace is important?

Staff training and development isn't just important to any company, it is vital.

1. Efficiency:

Professional development can help to ensure that you and your staff maintain and enhance the knowledge and skills needed to deliver a professional service to your colleagues, customer and the community. Enabling staff to advance in their career and move into new positions where you can lead, manage, influence, and mentor others.

2. Consistency:

A structured training and development programme can help to ensure all employees have a consistent level of experience and knowledge, and allows you the confidence of knowing your staff all have the same set of skills required. Allowing you flexibility with your workforce planning.

3. Compliant:

Training and development can help to ensure that your knowledge is relevant and up to date. Ensuring that you and your staff are compliant with the latest regulations.

4. Address weaknesses:

Even the best of employees have some weaknesses when it comes to their workplace skills.

An ongoing training and development program allows you to find and address any weaknesses, helping your employees to be more all-rounded and better skilled at every factor of their job.

5. Confidence:

Training and development can help to increase employees confidence within their role. Investment in training and development helps to show employees they are appreciated which can help them to feel a greater level of job satisfaction.

3B.2.4 Approaches of SD:

The many approaches to staff /Employee development fall into four broad categories: Formal Education, Assessment, Job experiences, and Interpersonal Relationships.

1. Formal Education:

Organizations may support employee development through a variety of formal educational programs, either at the workplace or off-site. These may include workshops designed specifically for the organization's employees, short courses offered by consultants or universities, university programs offered to employees who live on campus during the program, and executive MBA programs (which enroll managers to meet on weekends or evenings to earn a master's degree in business administration). These programs may involve lectures by business experts, business games and simulations, experiential programs, and meetings with customers.

2. Assessment:

Another way to provide for employee development is assessment — collecting information and providing feedback to employees about their behavior, communication style, or skills. 10 Information for assessment may come from the employees, their peers, managers, and customers. The most frequent uses of assessment are to identify employees with managerial potential to measure current managers' strengths and weaknesses. Organizations also use assessment to identify managers with potential to move into higher-level executive positions.

Organizations that assign work to teams may use assessment to identify the strengths and weaknesses of individual team members and the effects of the team members' decision-making and communication styles on the team's productivity. For assessment to support development, the information must be shared with the employee being assessed. Along with that assessment information, the employee needs suggestions for correcting skill weaknesses and for using skills already learned. The suggestions might be to participate in training courses or develop skills through new job experiences. Based on the assessment information and available development opportunities, employees should develop action plans to guide their efforts at self-improvement.

Organizations vary in the methods and sources of information they use in developmental assessment (see the " Did You Know?" box). Many organizations appraise performance. Organizations with sophisticated development systems use psychological tests to measure employees' skills, personality types, and communication styles. They may collect self, peer, and manager ratings of employees' behavior and style of working with others. The tools used for these assessment methods include the Myers-Briggs Type Indicator, assessment centers, the Benchmarks assessment, performance appraisal, and 360-degree feedback. Edward Jones assesses the leadership potential of financial advisers working outside its St. Louis headquarters by combining personality assessment with peer appraisals. Employees and their managers receive the results, which are used to evaluate whether employees have the behaviors and personality required for a leadership role at headquarters.

3. Job Experiences:

Most employee development occurs through job experiences the combination of relationships, problems, demands, tasks, and other features of an employee's jobs. Using job experiences for employee development assumes that development is most likely to occur when the employee's skills and experiences do not entirely match the skills required for the employee's current job. To succeed, employees must stretch their skills. In other words, they must learn new skills, apply their skills and knowledge in new ways, and master new experiences. For example, companies that want to prepare employees to expand overseas markets are assigning them to a variety of international jobs. To learn how a small company successfully uses job experiences to develop employees, see the "Best Practices" box. Most of what we know about development through job experiences comes from a series of studies conducted by the Center for Creative Leadership.

These studies asked executives to identify key career events that made a difference in their managerial styles and the lessons they learned from these experiences. The key events included job assignments (such as fixing a failed operation), interpersonal relationships (getting along with supervisors), and types of transitions (situations in which the manager at first lacked the necessary background). Through job experiences like these, managers learn how to handle common challenges, prove themselves, lead change, handle pressure, and influence others. The usefulness of job experiences for employee development varies depending on whether the employee views the experiences as positive or negative sources of stress. When employees view job experiences as positive stressors, the experiences challenge them and stimulate learning. When they view job experiences as negative stressors, employees may suffer from high levels of harmful stress. Of the job demands studied, managers were most likely to experience negative stress from creating change and overcoming obstacles (adverse business conditions, lack of management support, lack of personal support, or a difficult boss). Research suggests that all of the job demands except obstacles are related to learning.

Organizations should offer job experiences that are most likely to increase learning, and they should consider the consequences of situations that involve negative stress. Although the research on development through job experiences has focused on managers, line employees also can learn through job experiences. Organizations may, for example, use job experiences to develop skills needed for teamwork, including conflict resolution, data analysis, and customer service. These experiences may occur when forming a team and when employees switch roles within a team. Various job assignments can provide for employee development. The organization may enlarge the employee's current job or move the employee to different jobs. Lateral moves include job rotation, transfer, or temporary assignment to another organization. The organization may also use downward moves or promotions as a source of job experience.

4. Interpersonal Relationships:

Employees can also develop skills and increase their knowledge about the organization and its customers by interacting with a more experienced organization member. Two types of relationships used for employee development are mentoring and coaching.

Mentors:

A mentor is an experienced, productive senior employee who helps develop a less experienced employee, called the protégé. Most mentoring relationships develop informally as a result of interests or values shared by the mentor and protégé. According to research, the employees most likely to seek and attract a mentor have certain personality characteristics: emotional stability, ability to adapt their behavior to the situation, and high needs for power and achievement. Mentoring relationships also can develop as part of the organization's planned effort to bring together successful senior employees with less-experienced employees. One major advantage of formal mentoring programs is that they ensure access to mentors for all employees, regardless of gender or race. A mentoring program also can ensure that high-potential employees are matched with wise, experienced mentors in key areas—and that mentors in positions of authority are hearing about the reallife challenges of the organization's employees. However, in an artificially created relationship, mentors may have difficulty providing counseling and coaching. To overcome this limitation, mentors and protégés should spend time discussing their work styles, personalities, and backgrounds; these conversations help build the trust that is needed for both parties to be comfortable with their relationship.

Mentoring programs tend to be most successful when they are voluntary and participants understand the details of the program. Rewarding managers for employee development is also important, because it signals that mentoring and other development activities are worthwhile. In addition, the organization should carefully select mentors based on their interpersonal and technical skills, train them for the role, and evaluate whether the program has met its objectives. 40 Information technology

can help organizations meet some of these guidelines. For example, videoconferencing may be a good substitute if the mentor and protégé cannot meet face-to-face. Databases can store information about potential mentors' characteristics, and the protégé can use a search engine to locate mentors who best match the qualities he or she is looking for.

The "eHRM" box describes how online databases are making successful mentorships more readily available at Xerox. Mentors and protégés can both benefit from a mentoring relationship. Protégés receive career support, including coaching, protection, sponsorship, challenging assignments, and visibility among the organization's managers. They also receive benefits of a positive relationship—a friend and role model who accepts them, has a positive opinion toward them, and gives them a chance to talk about their worries. Employees with mentors are also more likely to be promoted, earn higher salaries, and have more influence within their organization. Acting as a mentor gives managers a chance to develop their interpersonal skills and increase their feelings that they are contributing something important to the organization. Working with a technically trained protégé on matters such as new research in the field may also increase the mentor's technical knowledge. So that more employees can benefit from mentoring, some organizations use group mentoring programs, which assign four to six protégés to a successful senior employee. A potential advantage of group mentoring is that protégés can learn from each other as well as from the mentor.

The leader helps protégés understand the organization, guides them in analyzing their experiences, and helps them clarify career directions. Each member of the group may complete specific assignments, or the group may work together on a problem or issue.

Coaching:

A coach is a peer or manager who works with an employee to motivate the employee, help him or her develop skills, and provide reinforcement and feedback. Coaches may play one or more of three roles:

1. Working one-on-one with an employee, as when giving feedback.

2. Helping employees learn for themselves—for example, helping them find experts and teaching them to obtain feedback from others.

3. Providing resources such as mentors, courses, or job experiences.

Linda Miller, a coaching specialist at the Ken Blanchard Companies, describes the coach's role in terms of two contrasting managers with whom she has worked. The first of these, a manager at a retailing company, had a supervisor who was not a coach. The retail manager's boss was nervous that if his employees learned too much, he wouldn't be as valuable. So he limited the retail manager's experiences until she became so frustrated she began to look for another job. In contrast, at a financial services business, a manager had a reputation for developing his employees.

According to Miller, this manager's strength was coaching: "He knew exactly how much time it would take for him to develop the person until the person would get recognized by the company and promoted into a new position," and he came to think of this development as his legacy to the company. In other words, the coach knows that his or her great value is the ability to make other employees more valuable. Research suggests that coaching helps managers improve by identifying areas for improvement and setting goals.

Coaching is most likely to succeed if coaches are empathetic, supportive, practical, and self-confident but don't act infallible or try to tell others what to do. To benefit from coaching, employees need to be open minded and interested in the process.

3B.2.5 Staff Development Methods in HRM:

Depending on the situation, there are several different approaches that these important employee development methods can take: employee training, effective coaching, and leadership mentoring. Training may be seen as the "purest" form of employee development, as it is usually used to transfer core job knowledge, skills, and information to employees in a formalized way.

Employee Development Methods in HRM:- A trained, well-maintained and experienced employee base that capable of performing most of the tasks related to a particular field is the basic need of every organization. It's all thanks to competitions in the markets and job models in dynamic organizations that the need for employee development has increased tremendously, since the past few decades, and is supposed to go further even in the future.

Developing the employee base is a learning experience and puts forward a lot of improvements in the job performance of the employees. In most of the cases, these improvements are permanent and the newly acquired knowledge, skill, and behavioral changes can assist the company in achieving the higher success levels, even in longer runs. This change in the skill and knowledge can be brought by several employee development methods, with each method having its own set of advantages and disadvantages.

1. On the Job Training:

On the job training deals with the training of the employees which is delivered, directly, on the job and is known so, because the tasks of the job are done live, either by an instructor or the employee himself, under the instructor supervision. It is primarily used so that the trainees understand the nature of the job and the correct and effective method of covering it up.

For the purpose of using the "On the Job" as the training method, the employee is giving an overview of the job, the outcomes desired after its completion and the purpose of training in the completion of the task. The

trainee is given a copy to mimic as the instructor demonstrates the job. The process is repeated until the employee feels satisfaction in his own work.

2. Job Rotation:

As the name suggests, job rotation deals with the continuous change of the employee positions within the organization to expand their knowledge and improving their skills as well as abilities. This rotation can either be vertical or horizontal, where horizontal rotation involves the temporary transfer from one position to another, laterally, whereas, in the vertical rotation, a worker is promoted to a new position. It is generally considered to be a sub-type of on the job training.

Job rotation, as an employee development methods, is quite a great way of exposing an individual to an even higher level of company operations, so that he prepares himself for what is to come in his career. This leads to tremendous improvements in the abilities, thus decreasing the difference in expected and actual skill levels.

It gives a huge boost to an employee's confidence, his capability of absorbing new information along with turning him into a genius, who can transform most of the ideas designed for special cases and makes them implementable even in the general situations. This simulation further leads to a rapid development of newer business ideas.

3. Coaching:

Coaching can be done by an instructor, hired especially for the training purposes, or even a more experienced employee or a number of employees. Most of the times, when coaching is done in the job timings and that, too, in the workplace, then it is considered to be a type of on the job training, and otherwise, it is generally supplemented to be an off the job training generally based on the classrooms. In coaching, a manager can also play his role by giving skills or useful advice or even both.

4. Training Courses:

These are more of a traditional form of the employee **Training and development Process** and focus on the analytical and concept grasping capabilities of the employees. This method of developing the employee base usually revolves around seminars and training courses followed by books or lectures. A lot of organizations organize these courses either in-house or through the help of outsiders.

The main advantage of using the training courses as the means of development lies in its cost-effectivity and the huge potential directed towards the tremendous improvements in feedback and participation during the lecture process.

5. Vestibules:

Using vestibules as the employee training means involves the usage of the same equipment as for the on the job training. The primary difference in both of these is that the training can be arranged anywhere and anytime. So, the employees can enjoy the training without any external interruptions and disturbances. So, the transference of the skill takes place quickly and easily.

6. Simulations:

Simulations as a way of employee development involve the usage of an artificial environment to mirror a real-life situation so that the participants could learn by actually performing the job but under controlled conditions. Along with a virtual training ground, it might include case analysis, role plays, experimental games, case by case studies as well as group interactions.

Unlike vestibules, the feedback and performance measures are instantaneous and the participants are made aware of their capabilities either during or at the end of a training session. Moreover, the costs involved in the creation of an artificial environment with the same opportunities is pretty low with fewer chances for poor results. The only difficulty that lies on this pathway is that it is extremely difficult to create an exact duplicate of the realities and pressures of the actual situations which can lead to misleading results.

7. Programmed Learning and Self-study:

Self-study can be the most effective way towards the employee development, only if it is done through proper planning. For the purpose of training, computer programs can be used along with printed booklets to get a clear picture of different concepts, since it allows the learners to observe a particular fact through different angles

Furthermore, the feedback process is quite fast and most of the times; the reader gets feedback immediately, after he reads through the materials and answers the questions. Thanks to the interactivity in the learning programs, the learning process is now faster than ever and allows an even greater number of channels to participate, learn, improve and get feedback. This method is extremely useful in the case when the employees belong to different areas of the world.

3B.2.6 Staff Development Plan Process:

Employee development is an ongoing process which helps employees to enhance their skills and knowledge to contribute more effectively towards the organization. Remember you are not paid for simply coming to office and leaving on time. You really need to perform exceptionally well to stand apart from the rest. It is essential for employees to upgrade their knowledge with time to survive the changing environment and fierce competition at the workplace.

Employee development process begins from Day one when an individual joins an organization. You really do not have to wait for annual appraisals to implement the employee development plan. Induction and orienting new employees are also effective ways of employee development.

Understand why do you need employee development plan?:

Employee development plans prepare an employee for his current as well as future assignments and make him loyal and dedicated towards the organization.

An employee should feel comfortable even on his/her first day of work. Performance begins on the very first day an employee steps into an organization. Make sure induction programs are meaningful and not just a mere formality. Orientation programs must acquaint the employee with the policies and procedures, rules and regulations of the organization. Design key responsibility areas of an individual in lines with his educational qualification, background, past experience, specialization and areas of interest. Provide him manuals, brochures or employee handbooks which an individual can take back home for future reference. Team managers or reporting bosses ideally should spend some quality time with the new employee to orient him to the organization. Do not overload him with unnecessary information. Trust me, he will never come back. Job expectations must be communicated to the employees the very first day itself. Be open for any feedbacks or queries. Ask the new member to have lunch with his fellow workers. Let him be familiar with his team members. After all he has to work with them.

Managers ought to give regular feedbacks to employees. Performance appraisals or promotions should not come as a surprise to employees. Be very transparent with your employees. Give them a clear picture of their current performance and growth chart in the organization.

There are two types of employee development Plans:

1. Professional Growth:

Such employee development plans are created to help individuals in their career growth. In such a plan, a team manager sits with his team members and designs growth plans with specific deadlines as to when the development goals can be accomplished. It is essential to give deadlines to employees for them to take trainings and employee development activities seriously. Employees are encouraged to attend training sessions, seminars, conferences to acquire new skills and knowledge.

2. Improvement:

Managers design a performance improvement plan also called as PIP and create an action plan to help employees improve their performance. Employees are trained not only for their professional development but also for their personal growth. Initiatives are taken to improve behavioral

skills, communication skills, interpersonal skills which would help them in the long run.

Follow ups of employee development Plans:

The most crucial stage is the implementation stage when employee development plans are put in action. Follow ups are crucial. Discuss even the minutest problem which might prevent the successful implementation of employee development plan. Do not leave any query unattended. It would bother you later.

Monitor Progress:

Progress of employees need to be measured to find out how employee development plans are benefitting the employees. Find out whether employee development plans are actually helping employees in their career growth or not? Are you getting appreciated by the management for your extraordinary performance? Do not forget to celebrate your success.

3B.2.7 Steps Staff Development Process:

In many instances when someone mentions staff development, the first thing that comes to mind is technician training. But staff development is much more than that. A well-thought-out and properly executed staff development plan not only impacts productivity but also promotes operational and maintenance standardization, seamless transitions of responsibility, and the effectiveness of the organization as a whole.

Staff development and succession planning are synonymous with each other. Remember, you are not only training your administrative staff and technicians to be more proficient, but also to one day take on higher-level management positions.

Staff development plans should not only address an employee's current job title and responsibilities, but also delineate a clear and concise path toward upward mobility. A well-defined development plan will positively impact employee morale by removing the ambiguity and confusion that pertains to their career advancement. If you were to randomly select a group of employees and ask them what they should know in order to be considered for promotion, would they be able to correctly answer the question? If your organization is like many others, the answer is — probably not.

As management, we get so caught up in the day-to-day operation of our fleets that we tend to forget there are employees who one day aspire to fill our shoes. When advocating the importance of a development plan to your employees, you should convey the benefits of the training and the correlation it has on their career paths. Keep in mind that several personal factors will guide the successful deployment of a development plan. Knowing what motivates a person to learn will help you sell the program to your employees and encourage active participation. These factors include: money, job security, promotion potential, pride, etc.

As with any viable and meaningful planning process, you must break down the program into logical and sequential steps. Following are five steps you should consider when developing your staff development plan.

Step 1: Determining the Need:

Management tends to concentrate on the here and now, placing aside future requirements. When assessing need, you not only need to look at current training deficiencies but also future gaps in staff development, such as the retirement of seasoned employees.

Unexpected or unplanned loss of long-term institutional knowledge is probably the most destructive event that negatively impacts organizational effectiveness. Unless properly addressed, the effects of reduced institutional experience are rapid, and it may take many months or even years for agencies to recover. The reason most fleet managers dread the day their supervisors retire is because they failed to properly prepare their replacements prior to their departure, even though the date is normally known well in advance. This effect is exacerbated when the selected replacement is an outside applicant who is completely unfamiliar with your fleet operation and equipment.

Determining whether or not an employee is proficient in his/her job may be difficult to assess and could be interrelated to other factors that are not under the direct control the of the employee. Possible factors that could impede an employee's performance may include: lack of a fleet management information system, lack of or poorly written standardized procedures, condition/age of the fleet, and poor management, to name just a few.

Start determining the need by conducting an initial assessment on the strengths and weaknesses of your staff. Be self-critical of your organization and list what things are going right or wrong and the foundational factors that contribute to success or failure. Knowing the cause and effect relationships will help you determine the root cause and better plan for a successful outcome.

To determine the appropriate level at which your staff is expected to perform, you need to develop a baseline from which to measure. An example of a baseline would be: You expect the parts department to maintain a loss ratio percentage of less than .05% of total stock on a monthly basis. The term loss is then defined as "any parts or supplies that cannot be accounted for through appropriate documentation." With the baseline established, you can then begin to examine the fundamental reasons why the parts staff is not capable of meeting the baseline.

Lastly, technical skill improvement should not completely define your staff development plan. Management and supervisory skills should also be considered and included. Remember, you are not only training your staff to make them more proficient in their jobs, but also to replace you one day.

Step 2: Developing the Plan:

Once you determine the need, you must then decide how you are going to fulfill it. In this step you will develop the who, what, when, and how aspects of your plan.

Start by listing all the requirements you identified as critical gaps in training. List them in a logical and sequential order and group them into occupational categories, e.g., mechanic, parts, administrative. Once your analysis is complete, decide which instructional method you would employ to best fit your needs. It could be instructor driven (classroom), self study, video, text, or computer/web-based programs. You can also consider on-the-job training and mentoring programs.

You are not only training your administrative staff and technicians to be more proficient, but also to one day take on higher level management positions.

Budget your equipment and supplies needs well in advance and consider funding for software and training aids. You should also consult with your Human Resources Department to incorporate development criteria in employees' official job descriptions and possibly include the successful completion of a development plan as part of the promotional requirements.

Now that you have determined who will be trained and what you will teach, it's time to plan for the when. Start by determining the appropriate scheduling requirements and their impact on your day-to-day operation. Create formal training schedules and distribute them to the staff well in advance of the proposed training dates. Training schedules should be developed in such a manner that class content becomes progressively more advanced.

To help you make the most of your training class and to maximize its effectiveness, develop the following employee handouts:

1. Formal course outlines that go into detail about the course, its length and training dates, and learning objectives.

2. Reference material: Copy key policies and procedures that are pertinent to the class topic. You may also wish to provide each employee a complete copy of your latest Standard Operating Procedure (SOP). In the case of private manufacturers' documents, check their copyright and distribution restrictions prior to releasing the information.

3. Cheat sheets: abbreviated quick reference guides that highlight key points of interest.

4. Graphics and process flow diagrams: These are used to help explain complex tasks and provide a visual representation of each step within a task. Process flow diagrams are very helpful in detailing cross functional steps and use directional controls that guide the employee in making the right decision.

To track the progress of employee training, you may want to develop detailed task lists for each distinct job description that are based upon the critical tasks necessary for the job. The task list should contain specific task requirements, and the number of iterations that must be successfully demonstrated in order for the employee to be considered competent in his or her job.

For example, a task for a supervisor could be listed as "Evaluate completed work orders for correctness." A sample of the sub-elements for that task would be as follows:

- Determine that appropriate labor times are listed for the work performed.

- Determine that all parts billed to a specific repair task are applicable to the repair.

- Determine that all parts installed have a corresponding write-up and labor times.

Consider creating sample work order documents that are difficult to assess in order to fully test employees' ability to find the errors.

In addition to the training documents, continuity binders can also be a useful tool in staff development. The use of a continuity binder not only supports the seamless operation of the fleet in the absence of management personnel, but also diminishes the effects of the loss of institutional knowledge. Continuity binders should be standardized as to what content is contained in the binder. As a minimum, the binder should contain the following:

- Critical tasks and responsibilities that must be performed on an ongoing basis

- Key points of contacts and their relationship to the operation

- Copies of recurring reports along with details on the date required, data provided, distribution hierarchy, and how they are compiled

- References to specific regulatory documents and website addresses.

Lastly, a word of caution: Ensure that the content of the training does not conflict with, but reinforces, existing policies and procedures. Nothing is more damaging to the validity of a class than to provide inaccurate information to an employee, only to then correct the information at a later date.

Refer to your SOP to confirm there is no conflict in the training information provided. If your operation does not have a formal SOP, you should write one prior to implementing your staff development plan. Staff development classes should never be utilized to create or introduce policy, but to reinforce existing policy. The last thing you want in a formal class is to start a debate on policy issues. It will distract from the intent of the

class and could eventually lead to a complete breakdown of classroom decorum and schedules.

Step 3: Implementing the Plan:

The most critical aspect of implementation is the successful transfer of information from the instructor to the trainee. A well-thought-out training plan can go completely awry if it is not properly implemented.

Your instructors should be senior employees or management personnel who are well versed in the topic that they are teaching. Have your instructors rehearse the training sessions in front of management staff well in advance of the scheduled class. An unorganized or poorly executed training session will do more harm than good. Disorganized classes will induce confusion and may lead the employees to develop a "Well, if management doesn't care, why should I?" attitude.

The instructor needs to know the audience. Not everyone learns at the same pace. Have the instructor take into consideration audience experience levels and start out with the basics and progress from there. Set the speed of instruction so as to allow time for employees to absorb the material being taught, but not so slow as to bore quick learners. Include question-and-answer sessions during the training session to determine if the pace of the instruction is appropriate. If the majority of your questions are answered incorrectly, you may need to adjust the pace of the class.

Remember, different people learn in different ways (visually, hands-on, etc.) and at different speeds. Most people learn by doing, so try to incorporate as much hands-on activities as possible. Lastly, document training topics and attendance. You need to keep track of who was trained, what they were trained on, and when they received it.

Step 4: Evaluating and Modifying the Plan:

How do I know if the training was effective? Did everyone learn the objectives of the training? How am I going to measure the before-and-after performance metrics? These are the questions you should ask yourself when evaluating the success or failure of your program.

Pre- and post-instructional tests or verbal quizzes are helpful tools in determining the effectiveness of the training. Develop tests that key into the critical aspects of the training. Keep the tests short and to the point. Avoid creating lengthy tests that are formatted just to fill up space on the paper. Hands-on evaluations may also be more appropriate than written tests, as most people learn by doing. Have management staff review the tests to ensure there is no ambiguity in the questions. A pre-course exam can determine the before-and-after instruction level of employee knowledge.

If you want to know what the employees thought of the training, you may wish to seek feedback in the form of an anonymous comment card. Generally speaking, a person is more likely to express his or her true

opinion when there is no fear of retaliation by associating his or her name with a negative comment.

The use of a continuity binder not only supports the seamless operation of the fleet in the absence of management personnel, but also diminishes the effects of the loss of institutional knowledge.

You should expect an immediate positive effect on performance after the completion of a proper and well-executed training event. There should be no reason to not expect a significant improvement in performance. Utilize your baseline metrics to measure the amount of increased performance. If you fail to notice rapid improvement in performance, you need to reevaluate your entire training program.

Step 5: Sustaining the Plan:

Repetition is the key to maintaining any skill set. Any successful staff development plan requires periodic refresher training in order to sustain the gains achieved. Remember that as time passes, people tend to forget what was taught to them. Keep in mind that the more complex a skill is, or the greater the time span in which it was last performed, the faster the rate of learning decay will occur.

Develop a long-term refresher training program that reinforces your training needs. Consider revising the training cycles when you experience a large employee turnover event. Tailor your training priorities to critical and complex tasks and don't overdo it. Too frequent and/or too lengthy repetition eventually leads to a diminishing rate of return. At some point, your employees will lose interest in the training, and it may make them feel that management does not trust their intellect.

Lastly, remember that sustainment is the most critical aspect of any staff development plan, and without it, all previous steps are doomed for failure at some point in the future.

3B.3 Organisation Development:

3B.3.1 Meaning:

Organization:

An organization is a group of people who work together, like a neighbourhood association, a charity, a union, or a corporation.

A group of people who form a business, club, etc. together in order to achieve a particular aim.

Different people have defined OD differently. According to Koonz et. al, "OD is a systematic integrated and planned approach to improve the effectiveness of the enterprise. It is designed to solve problems that adversely affect the operational efficiency at all levels".

Burke' has defined OD as "a planned process of change in an organisation's culture through the utilization of behavioural science technology, research and theory".

In the opinion of French and Bell "OD is a systematic approach to organisational improvement, that applies behavioural science theory and research in order to increase individual and organisational well-being and effectiveness".

Now, OD can be defined as a long-term, more encompassing change approach meant to improve individual as well as organisational well-being in a changed situation".

Organizational development can be defined as an objective-based methodology used to initiate a change of systems in an entity. Organizational development is achieved through a shift in communication processes or their supporting structure. Studying the behavior of employees enables professionals to examine and observe the work environment and anticipate change, which is then effected to accomplish sound organizational development.

Organizational Development Process:

A conventional approach in the organizational development process is the action research model. This model is used by many organizations to guide the OD process. It entails what its name describes – research and action.

However, there is much more to the OD process than just research and development. There are multiple loops used to transmit feedback, which makes an organization more responsive to change.

3B.3.2 Characteristics of OD:

The salient characteristics of OD implied in its definitions are gleaned as follows:

First, OD is a systematic approach to the planned change. It is structured style of diagnosing organisational problems and opportunities and then applying expertise to them.

Advertisements:

Second, OD is grounded in solid research and theory. It involves the application of our knowledge of behavioural science to the challenge that the organisations face.

Third, OD recognizes the reciprocal relationship between individuals and organisations. It acknowledges that for organisations to change, individuals must change.

Fourth, OD is goal oriented. It is a process that seeks to improve both individual and organisational well- being and effectiveness.

Fifth, OD is designed to solve problems.

3B.3.3 Objectives oF OD:

The main objectives of OD are to:

1. Improve organisational performance as measured by profitability, market share, innovativeness, etc.

2. Make organisations better adaptive to its environment which always keeps on changing.

3. Make the members willing face organisational problems and contribute creative solutions to the organisational problems.

4. Improve internal behaviour patterns such as interpersonal relations, intergroup relations, level of trust and support among the role players.

5. Understand own self and others, openness and meaningful communication and involvement in planning for organisational development.

Douglas McGregor, who was working in the Union Carbide, is considered one of the first behavioural scientists to systematically talking about and advocating for the implementation of OD for organisational improvement. OD as a subject is relatively new. Notwithstanding, it is becoming increasingly popular and visible in USA, UK, Japan, Norway, Sweden and even in India.

In India, OD is in scene since 1968. Since then, many public and private sector organisations like HAL, HMT, IDPL, LIC, SAIL, TELCO and TISCO have been applying the interventions of OD to solve the organisational problems.

One good way to understand organizational development is by looking at organizational development examples.

Looking at real-world examples can also help us:

- Learn why organizational development is important

- Learn how organizational development is different from organizational change

- Learn when to implement each approach

Organizational Development Examples:

Organizational development projects can include ongoing, long-term programs such as:

- **Employee training:** Employee training is essential, especially in the digital business environment. Workers need to stay competent and productive. And, as lifelong learning becomes more of a reality, this means continual training initiatives.

- **Product research and development:** The development of new services, products, and ideas can change the nature of a business. However, these programs often take years to come to fruition.

- **Cultural change campaigns:** Culture matters – it affects an organization's productivity, agility, performance, and many other things. Aligning culture with an organization's mission is often a long-term, continual effort.

Now, let's look at a few real-world organizational development examples:

- **Amazon's recent initiative to retrain and upskill its employees:** The online retail giant recently committed to spending $700 million on retraining its workers. This forward-thinking project will help its own employees stay resilient in the years to come. It will also help the business develop employee training programs that keep the company relevant, modern, and cutting-edge.

- **Google's culture of learning:** According to a former Google executive, a culture that emphasizes learning is important to long-term business growth. A culture of learning is essential for businesses that continually grow and transform, such as Google.

- **Starbucks' environmental initiatives:** The well-known coffee company introduced a variety of environmentally-friendly initiatives that include recycling, paper cup reduction, energy consumption, and so on. Naturally, these long-term changes will positively impact the environment. But they will also improve the company's image and its bottom line.

- **Walmart's long-term digital transformation programs:** It's no secret that Amazon and other online retailers have put pressure on Walmart to transform. The US retailer has responded by engaging in complex, long-term digital transformation efforts. These include a variety of digital adoption programs, the introduction of new customer services, and more.

3B.2.4 Organisational Skills for Teachers:

One of the most important skills when working as a teacher is organization. Organizational skills help teachers maintain order in the classroom and optimize learning opportunities for their students. Learning why organizational skills are important for teachers and evaluating some of the top skills can help you become more organized. In this article, we discuss what organizational skills are, why they're important in the classroom, some of the most important skills for teachers and provide you with tips on how to improve your organization.

Organizational skills are important when working as a teacher because they help with efficiency and time management in the classroom. Teachers

are often responsible for managing the education of multiple students within the classroom, and having good organizational skills can help them:

- Optimize the teaching time they have with their students

- Provide one-on-one feedback to students

- Better understand the individual learning needs of their students

- Identify necessary topics that students may want to spend more time learning

- Model important organizational and time management skills

Organizational skills for teachers:

Organization in the classroom means preparing ahead of time and always knowing where you can find necessary teachings tools and resources. Here are some important organizational skills for teachers:

1. Creating and meeting due dates:

Teachers frequently create and enforce due dates, making this an important skill to learn. In addition to having their own due dates to meet, teachers are also often in charge of setting due dates for students' assignments. Setting clear expectations with enough notice can help teachers create and meet their set due dates.

2. Delegating tasks:

Delegation can help teachers manage time more efficiently. The ability to entrust others to complete important tasks can help a teacher focus more on educational tasks. Learning to prioritize classroom tasks can also assist with more efficiently managing time and organizational skills.

3. Making decisions:

An important part of organization is the ability to make decisions. Learning how to compare the pros and cons of each decision and quickly choose one can help teachers manage more tasks each day. In addition to making a decision, the ability to recognize alternative or backup decisions can also help with effective organization.

4. Managing projects:

Teachers frequently have multiple projects at one time, especially if they teach different subjects or classrooms throughout the day. Learning how to efficiently manage projects and break down the requirements of each task helps improve organizational skills. Recognizing barriers that lead to disorganization among different projects can also help with further developing this skill.

5. Managing time:

Time management is an important part of being organized. The ability to divide tasks into time increments can help teachers complete duties throughout the day while staying organized. Some teachers may also find it effective to schedule time to focus on organizational duties.

6. Creating schedules

Creating schedules is another important task as a teacher, as teachers are often in charge of managing the time in the classroom. Preparing schedules ahead of time improves the ability to stay organized, even when unexpected tasks come up. This ensures that teachers can fit all topics into the class session.

7. Communicating needs and expectations

The ability to communicate needs and expectations both verbally and written can help teachers stay organized. Communication ensures teachers have all the information they need about a task before beginning and allocating resources. Good written communication skills also help teachers take notes to further improve organizational skills.

8. Solving problems

Problem-solving skills also correlate with organizational skills. Teachers who are good at identifying problems and coming up with solutions to them can optimize their time and stay organized in the classroom. Learning how to efficiently solve problems can also help teachers overcome unexpected challenges in the classroom, without affecting their ability to stay organized.

Being an organized teacher

Becoming organized as an educator may require hands-on practice and the identification of areas of improvement. Here are a few tips you can use to improve your organization as a teacher:

- **Plan ahead:** Planning ahead can help you stay organized while avoiding any barriers to staying organized in the classroom. Preparing your materials and class plans the night before class can help you prepare for lessons.

- **Use organizational resources:** Resources like planners or daily reminder apps can help you stay on track when it comes to organization. You can also use these programs to record reminders of assignments or tasks you want to complete.

- **Review organizational skills regularly:** The specific organizational skills that you excel at may change over time. Regularly review your organizational skills to identify any areas of improvement, and then create a plan to further develop those skills.

- **Schedule time for organizational tasks:** It can be beneficial to schedule a specific time of your day to catch up on organizational tasks. You can use this time to file papers or create a to-do list.

- **Learn to prioritize tasks:** Learning how to prioritize tasks can also help you stay organized. Create a list of all the assignments you need to complete and then rank them from the most to least important, and focus on the most important tasks first.

- **Reduce distractions:** Reducing distractions can help you focus on the task in front of you. When you feel less than organized, aim to identify the distractions and develop a plan to overcome them.

- **Reduce clutter:** Reducing clutter in the classroom and your office can make it easier to find things, which can help you stay organized. Frequently go through class materials and recycle any items you no longer need.

- **Complete one task before moving on to another:** Aim to complete one task before moving on to another assignment. Be sure to complete that task in its entirety before beginning the next.

- **Encourage organization in the classroom:** Students and teachers can work on improving organizational skills together. Teachers can use the classroom to stress the importance of organization and work together with students to improve organization.

- **Use templates:** Templates can be a time-saver for teachers. Create a folder with templates that you can use in the classroom to reduce the time it takes to complete common classroom tasks, like grading assignments.

3B.3.5 Benefits of Organizational Development:

Increasing productivity and efficiency comes with many benefits. One of the best ways to encourage positive results in these metrics is by using a well-thought-out organizational development structure. Organizational development is used to equip an organization with the right tools so that it can adapt and respond positively (profitably!) to changes in the market. The benefits of organizational development include the following:

1. Continuous development:

Entities that participate in organizational development continually develop their business models. Organizational development creates a constant

pattern of improvement in which strategies are developed, evaluated, implemented, and assessed for results and quality.

In essence, the process builds a favorable environment in which a company can embrace change, both internally and externally. The change is leveraged to encourage periodic renewal.

2. Increased horizontal and vertical communication:

Of considerable merit to organizational development is effective communication, interaction, and feedback in an organization. An efficient communication system aligns employees with the company's goals, values, and objectives.

An open communication system enables employees to understand the importance of change in an organization. Active organizational development increases communication in an organization, with feedback shared continuously to encourage improvement.

3. Employee growth:

Organizational development places significant emphasis on effective communication, which is used to encourage employees to effect necessary changes. Many industry changes require employee development programs. As a result, many organizations are working toward improving the skills of their employees to equip them with more market-relevant skills.

## 4. Enhancement of products and services:

Innovation is one of the main benefits of organizational development and is a key contributing factor to the improvement of products and services. One approach to change is employee development – a critical focal point is a reward for motivation and success.

Successful engagement of employees leads to increased innovation and productivity. Through competitive analysis, consumer expectations, and market research, organizational development promotes change.

5. Increased profit margins:

Organizational development influences the bottom line in many different ways. As a result of increased productivity and innovation, profits and efficiency increase. Costs come down because the organization can better manage employee turnover and absenteeism. After the alignment of an entity's objectives, it can focus entirely on development and product and service quality, leading to improvements in customer satisfaction.

3B.3.6 Components of Organization Development Process:
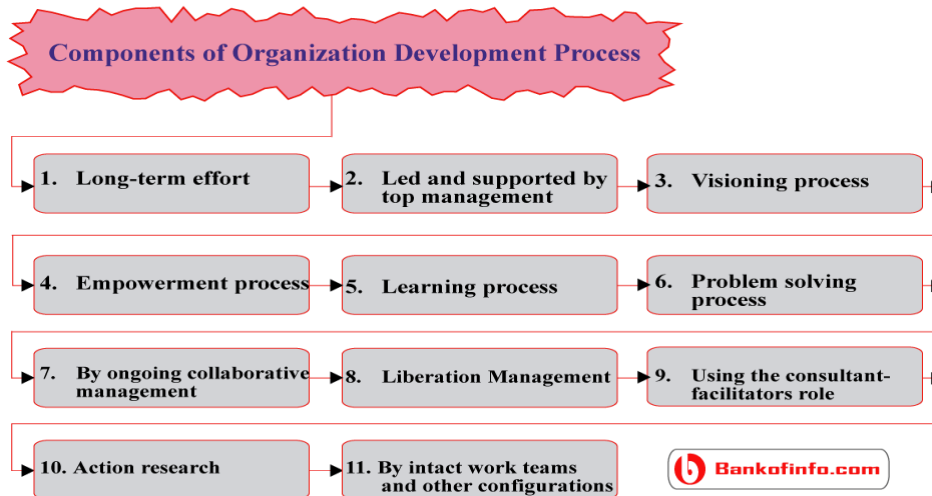
1. **Long-term effort:** It means that organization change and development take time. It is more accurate to describe improvement as a never-ending of continuous change.

2. **Led and supported by top management:** Top management must lead and actively encourages the change effort. Top management must initiate the improvement journey and be committed to seeing it through.

3. **Visioning process:** Through this process organization members develop a viable, coherent, and shared pictures of the nature of the product and services the organization offered.

4. **Empowerment process:** It means that leadership behavior and human resource practices that enable organization members to develop and use their talents as fully as possible.

5. **Learning process:** It means those interacting, listening, and self-examining process that facilitates individual, team, and organizational learning.

6. **Problem-solving process:** It refers to the ways organization members diagnose the situation, solve problems, make decisions, and take actions on problems, opportunities, and challenges in the organization's environment and its internal functioning.

7. **By ongoing collaborative management:** One of the most important things to manage in organizations is the culture. The prevailing pattern of the values, attitudes, beliefs, assumptions, activities, norms, and artifacts affect organization activates.

8. **Liberation Management:** Liberation management is that contemporary bureaucratic structures with their functional specialties and rigid hierarchies are all wrong for the demands of today's fast-paced marketplace.

9. **Using the consultant-facilitators role:** It conveys our beliefs that leaders can benefit from seeking professional assistance in planning and implementing OD initiatives.

10. **Action research:** It means the participative model of collaborative and iterative diagnosis and taking action in which the leader, organization members, and OD practitioners work together to defined and resolve problems and opportunities.

11. **By intact work teams and other configurations:** It recognizes that teams can contribute to accomplishing works in organizations. The most prevalent forms of teams in organizations are intact work teams consisting of superiors and subordinates with a specific job to perform.

The above components are supposed to be present among the parties to OD programs. Some of the components may not sometimes be present during the programs.

But every organization should try to demonstrate most of the components while undertaking the OD program and implementing the same

3B.4 LET US SUM UP

A remarkable change can be seen in the functioning of the HR activities of the organization. Today's HR departments are proactive and invest in employee engagement and empowerment to derive the best results from their abilities. Ambitious and innovative HR strategies improve the organization's aptness to grow. In a nutshell, HRM is quite concise and forward-looking to make the best utilization of the human resources of an organization.

3B.5 UNIT END EXERCISE

1. Explain staff development w.r.to. need and objectives.

2. Describe meaning of OD?

3. Enlist skills of teachers as organizer.

4. Differentiate between staff development and organisational development.

3B.6 REFERENCES

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MODULE - II

4

MANAGING PEOPLE

Unit Structure

4.0 OBJECTIVES

After reading this topic the students will be able to:

1) Explain the meaning of conflict.

2) Explain the ways to manage the conflict.

3) Understand the types of conflict management.

4) Understand the causes of conflict management.

5) Apply the strategies to resolve conflict management.

6) Find the sources of Anger and strategies to handle the anger.

7) Learn the obstacle to time Management, strategies for Effective use of Time.

8) Learn the ways to maintain relationship with Boss.

4.1 INTRODUCTION

Nowadays, the world is undergoing a rapid transition, and this rapid transition is causing the individual to cope with various emotions. In the struggle of balancing between culture and materialism, the individual is getting stressed. The individual has to play multiple roles, and every role demands different capacities to be handled; hence the individual conflict arises from within. Due to the explosion of knowledge, the world has become accessible to all; hence, superiors and subordinates share the same stage of calibre. Hence the conflict between boss and subordinate is seen in the workplace. The mode of transportation has brought the people from different parts of the world closer to each other, and hence, cultural conflicts are seen between two groups of people. The multiple opportunities available to individuals in their careers and life create many inner conflicts.

As the causes of conflicts seen all over, the strategies are also developed by the learned people of various fields; in the olden days, gurus and rishis were the sources of inspiration and guidance. However, now the professionals are providing mentorship and leadership.

4.2 CONFLICT MANAGEMENT

4.2.1 Meaning and Definition of Conflict:

As per the Cambridge dictionary "An active disagreement between people with opposing opinions or principles."

Definitions of conflict abound, and the search for a single all-encompassing definition of conflict is a difficult endeavor. For the purposes of training individuals in conflict management and negotiation skills, such an endeavor is not only difficult but also unnecessary.

When providing conflict management training, it is important that the participants understand the elements that coalesce to define conflict from their own perspective and experience. Therefore, the appropriate definition of conflict is largely a matter of personal experience and context. For one person, conflict may appear as a state or situation, while for another, conflict may be conceived as a behavior or process. When one's task is to assist individuals in better understanding and addressing conflict, something which is deeply and intricately woven into the cloth of human experience, it is of little value extolling the validity of one definition over another. What is of the most value is creating meaning for the learner.

Ultimately, most definitions of conflict have much in common and are separated largely by contextual details. Effectively teaching the meaning of conflict requires the presentation of multiple, valid definitions that the learner can chose from to find the definition that resonates with his or her experience and perspective.

When learners possesses a technical definition of conflict that is relevant to them, they acquire their first tool in the process of conflict analysis. The individuals can utilize the definition of conflict that makes the most sense to them for broadly outlining the conflict(s) they are currently addressing. Alone, this tool provides little value, but as a starting point for developing an understanding of the dynamics of conflict, it can be a very useful device.

- "Social conflict is a struggle between opponents over values and claims to scarce status, power and resources." (L. Coser, The Functions of Social Conflict, 1956)

- "Conflict is a breakdown in the standard mechanisms of decision making, so that an individual or group experiences difficulty in selecting an alternative." (J. G. March & H. A. Simon, Organizations, 1958)

- "Conflicts that are strategic are essentially bargaining situations in which the ability of one participant to gain his ends is dependent on the choices or decisions that the other participant will make." (T. Schelling, The Strategy of Conflict, 1960)

- "Conflict is a situation in which the conditions, practices, or goals for the different participants are inherently incompatible." (C. G. Smith, Administrative Science Quarterly, 1966)

- "Conflicts involve struggles between two or more people over values, or competition for status, power, or scarce resources (L. Coser, Continuities in the Study of Social Conflict, 1967)

- "Conflict is a type of behavior which occurs when two or more parties are in opposition or in battle as a result of a perceived relative deprivation from the activities of or interacting with another person or group." (J. A. Litterer, Academy of Management Journal, 1966)

- "Conflict occurs in any social situation or process in which two or more social entities are linked by at least one form of antagonistic psychological relation or at least one form of antagonistic interaction." (C. F. Fink, Journal of Conflict Resolution, 1968)

- "A conflict exists whenever incompatible activities occur . . . one party is interfering, disrupting, obstructing, or in some other way making another party's actions less effective." (M. Deutsch, The Resolution of Conflict, 1973)

- "Conflict is an interactive state in which the behaviors or goals of one actor are to some degree incompatible with the behaviors or goals of some other actor or actors." (J. T. Tedeschi, B. R. Schlenker& T. V. Bonoma, Conflict, Power and Games, 1973)

- "Conflict is a process in which two or more parties attempt to frustrate the other's goal attainment . . . the factors underlying conflict are

threefold: interdependence, differences in goals, and differences in perceptions." (J. A. Wall, Negotiation, 1985)

- "Conflict is the opposition of forces." (L. S. Kahn, Peacemaking, 1988)

4.2.2 Types of Conflict In An Organisation:

Brodtker et al (2001). argue that conflict is formed by three major elements:

- **Attitudes:** cognitive ideas and emotion;

- **Behaviour:** evident behaviour and potential aggressive actions; and

- **Contradiction:** values and interests.

Conflict is an inescapable fact of life. Whether it's friendships, family dynamics, or even workplaces, there will be conflict from time to time.

The trick is not avoiding it, but managing it better. If you can identify what the cause and type of the conflict is, it will be easier to solve it.

Conflict resolution is especially important in the workplace. Organizations ranging from multinational corporate entities to start-ups run out of a garage by college friends must make it a point to addressing conflicts in order to function smoothly.

The types of conflicts in an organization may differ, but there are some broad categories we can put them into. After all, people worldwide function in somewhat similar ways in the workplace.

Identifying and addressing various types of conflict in the workplace will ensure an improvement in productivity levels. Resolving conflict leads to members of the team understanding each other better and working as a cohesive unit.

Let us look at the main types of conflicts in an organisation.

1. Intrapersonal Conflict:

Out of all the types of conflicts in an organization, this is the best one to start with. Humans are complex beings. Each of us carries unique potential, morals, ideas, beliefs. Intrapersonal conflict refers to the struggle that an individual faces while working in an organization. Intrapersonal conflict can arise when the ideas, mission, or vision of the organization are not aligned with the moral values and belief systems of an individual. The individual is rendered unable to work because they do not believe in the work they are doing. Intrapersonal conflict can be resolved by soul-searching and understanding what it is one truly wants.

2. Interpersonal Conflict:

Every individual is unique. Even if you are working towards the same goal, there are chances that differences arise in approaches. These differences can be about philosophy, work ethic, rule adherence, vision, or management style. Out of all types of conflicts in an organization, interpersonal conflict is the one most of us would have most likely experienced. Sometimes taking an ugly form through office gossip or even categorized as 'office politics,' interpersonal conflicts is almost inevitable when people with different perspectives and from different walks of life spend a significant amount of their time together. Interpersonal conflicts adversely affect productivity and morale. They can easily escalate if not attended to in a timely manner.

3. Intragroup Conflict:

Organizational goals are often ambitious—they require the coming together of people with varying levels of experience and expertise. Therefore, it is common for the workforce to be divided into teams for smooth functioning. Like some other types of conflicts in an organization, intra-team conflict is a result of diverse personalities working together in the same team. It is possible that a few people from the team or the group hold a few values and beliefs in common, but as the size of the team increases, the chances are that conflict does too. Intra-team conflict can be managed by a clear division of responsibilities, a fair division of work, and a management policy under which no team member is given any kind of 'special' treatment.

4. Intergroup Conflict:

One of the biggest types of conflict in the workplace, in scale, would be inter-team conflict. For any organization to function effectively, there has to be equilibrium among all the cogs of the wheel. With multitudes of individuals, groups, teams, boards, and other stakeholders working together, it is the responsibility of the organizational leaders to resolve inter-team conflicts. Supervisors need to ensure that communication channels are open and any tension or lack of cooperation between teams is nipped in the bud. To do this, they need to eradicate bias, allocate workload effectively, and build morale. A leader has to take personality differences, co-worker relationships, and collective strength into account. Verbal discussions and positive reinforcements go a long way in resolving inter-team conflicts.

5. Individual-Group Conflict:

Individual-Group conflict occurs between an individual in the group and the group as a whole. This conflict can occur quite easily. Problems can arise if the individual's needs or goals differ from the groups.A common problem between an individual and their group is levels of commitment. An individual can feel different levels of commitment and transition into different roles within the group. There are then five stages the individual can go through in their membership: "investigation, socialization,

maintenance, resocialization, and remembrance". Along with these stages, there are also different types of transition the individual can go through: "entry, acceptance, divergence, and exit". These stages and transitions can affect the individual's personal values and commitment levels.

6. Group-Group conflict:

Group-Group conflict occurs between two or more different groups. This conflict commonly happens when the two groups are fighting and working towards the same goal. This can create contact and tension between the groups. Groups may be drawn into conflict with each other on the basis of performance, importance to particular groups and, in general, union – management rivalries. Although there may be conflict between groups, their members may still come into contact with one another. Contact between the intergroup can promote forgiveness and sometimes result in a reconciliation between groups. This contact between groups can also help group members form new opinions about the other, reduce prejudice, and promote acceptance. An example of group-group conflict would be if two coffee shops in one town are fighting to bring in more customers than the other. Another factor that could cause problems between groups is geographic location. Conflict tends to have negative consequences for both the individual and the organization. There are numerous negative effects of group-group conflict. For example, individuals in the group tend to have an increased lack of interest in work, higher job dissatisfaction, and more work anxiety.

4.2.3 Causes of Conflict:

There are five main causes of conflict: information conflicts, values conflicts, interest conflicts, relationship conflicts, and structural conflict.
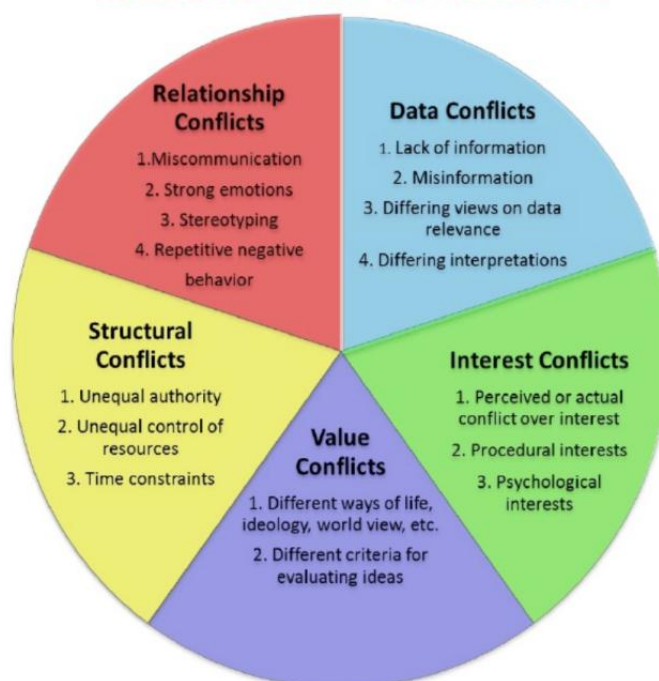
Adapted from:
Christopher Moore, *The Mediation Process*, Third Edition (San Francisco: Jossey-Bass), 2003.

a. Information conflicts arise when people have different or insufficient information, or disagree over what data is relevant. Allowing sufficient time to be heard, in a respectful environment facilitated by a neutral person can allow parties to clear up information disparities.

b. Values conflicts are created when people have perceived or actual incompatible belief systems. Where a person or group tries to impose its values on others or claims exclusive right to a set of values, disputes arise. While values may be non-negotiable, they can be discussed and people can learn to live peacefully and coherently alongside each other.

c. Interest conflicts are caused by competition over perceived or actual incompatible needs. Such conflicts may occur over issues of money, resources, or time. Parties often mistakenly believe that in order to satisfy their own needs, those of their opponent must be sacrificed. A mediator can help identify ways to dovetail interests and create opportunities for mutual gain.

d. Relationship conflicts occur when there are misperceptions, strong negative emotions, or poor communication. One person may distrust the other and believe that the other person's actions are motivated by malice or an intent to harm the other. Relationship conflicts may be addressed by allowing each person uninterrupted time to talk through the issues and respond to the other person's concerns.

e. Structural conflicts are caused by oppressive behaviors exerted on others. Limited resources or opportunity as well as organization structures often promote conflict behavior. The parties may well benefit from mediation since the forum will help neutralize the power imbalance.

Regardless of the cause of conflict, an experienced mediator can help parties shift their focus from fighting to resolution. Since they are necessarily unbiased, neutrals create an environment where parties can trust the process and work toward a solution.

4.2.4 Definition of Conflict Management:

Conflict Management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This is important in today's market more than ever. Everyone is striving to show how valuable they are to the company they work for and at times, this can lead to disputes with other members of the team.

4.2.5 Conflict Management Style:

Though conflict is a normal and natural part of any workplace, it can lead to absenteeism, lost productivity, and mental health issues. At the same time, conflict can be a motivator that generates new ideas and innovation

as well as leads to increased flexibility and a better understanding of working relationships. However, conflict needs to be effectively managed in order to contribute to the success of organizations.

A critical competency for today's working professionals is to understand that we each have our own way of dealing with conflict. human resource (HR) professionals around the world, there are five major styles of conflict management-collaborating, competing, avoiding, accommodating, and compromising.

"Each strategy has its own benefits; there is no right or wrong conflict management style," says Dr. Barbara Benoliel, "Understanding how you instinctively respond to conflicts as well as having increased awareness of other management styles may help how you typically approach specific situations and lead to efficient and effective conflict resolution."

Five Major Conflict Management Styles*

Knowing when and how to use each style can help control conflict and lead to an improved working environment, resulting in a better bottom line.

i. **Collaborating Style**: A combination of being assertive and cooperative, those who collaborate attempt to work with others to identify a solution that fully satisfies everyone's concerns. In this style, which is the opposite of avoiding, both sides can get what they want and negative feelings are minimized. "Collaborating works best when the long-term relationship and outcome are important—for example, planning for integrating two departments into one, where you want the best of both in the newly formed department," Dr.Benoliel says.

ii. **Competing Style**: Those who compete are assertive and uncooperative and willing to pursue one's own concerns at another person's expense. Dr.Benoliel explains using this style works when you don't care about the relationship but the outcome is important, such as when competing with another company for a new client. But, she cautions, "Don't use competing inside your organization; it doesn't build relationships."

iii. **Avoiding Style**: Those who avoid conflict tend to be unassertive and uncooperative while diplomatically sidestepping an issue or simply withdrawing from a threatening situation. "Use this when it is safer to postpone dealing with the situation or you don't have as great a concern about the outcome, such as if you have a conflict with a co-worker about their ethics of using FaceTime on the job."

iv. **Accommodating Style**: The opposite of competing, there is an element of self-sacrifice when accommodating to satisfy the other person. While it may seem generous, it could take advantage of the weak and cause resentment. "You can use accommodating when you really don't care a lot about the outcome but do want to preserve or

build the relationship," Dr.Benoliel says, "such as going out for lunch with the boss and agreeing, 'If you want to go for Thai food for lunch, that's OK with me.'"

v. **Compromising Style**: This style aims to find an expedient, mutually acceptable solution that partially satisfies both parties in the conflict while maintaining some assertiveness and cooperativeness. "This style is best to use when the outcome is not crucial and you are losing time; for example, when you want to just make a decision and move on to more important things and are willing to give a little to get the decision made," Dr.Benoliel says. "However," she adds, "be aware that no one is really satisfied."

"It's incredibly important to not be afraid when conflict arises because there are things you can do, such as becoming more skilled and qualified by building a repertoire for responding to reduce conflict," says Dr.Benoliel.

Although it's one of the most valuable skills you can have in today's professional world, conflict management is something than many individuals shy away from. Conflict is inherently uncomfortable for most of us, in both personal and professional contexts, but learning to effectively handle conflicts in a productive, healthy way is essential - especially at work.

This is especially true if you are in a leadership position. It's in your best interest - and in the best interest of your team - to be able to effectively manage conflicts as they arise. Learning strategies to resolve conflict is an essential part of leadership.

While conflict resolution is a skill that is best built through years of practice and experience, starting out with some of the most common and effective conflict resolution strategies will give you a strong foundation to work from for years to come.

4.2.6 The Top 5 Conflict Resolution Strategies:

1. Don't Ignore Conflict:

If you're someone who dislikes dealing with conflict, it might seem tempting to just put your head in the sand and pretend it doesn't exist, hoping it will resolve itself on its own. While this sometimes can happen, the truth is that the vast majority of the time, this will only cause the situation to get worse. Ignored conflicts have a tendency to fester over time and reappear at inopportune moments, so do your team a favor and address conflicts when they occur, nipping a potentially toxic situation in the bud as soon as you recognize it.

2. Clarify What the Issue Is:

If you're dealing with a conflict between two members of your team, it's important that you get all the facts. Sit down with each individual involved and find out exactly what the issue is. How is each individual perceiving

the situation? What needs are not being met? What does each party see as an appropriate resolution? Make sure that all parties involved understand that you are acting as an impartial mediator, and let them know they can feel comfortable to share sensitive information.

3. Bring Involved Parties Together to Talk:

Once you've had a chance to talk to all involved parties separately, bring them together in a meeting so that they can hash out their differences in a neutral environment. This is a time for brainstorming, active listening, and being open to different perspectives - the goal is to come to a common understanding of what the problem is, what role each individual is playing in the conflict, and what some possible solutions might be.

4. Identify a Solution:

After both parties have had a chance to discuss the situation at hand, it's time to identify what a satisfactory resolution might be - and how to get there. Ideally, by this point, both parties will understand the other's side, and oftentimes the conflict will be resolved just through facilitated, open dialogue. However, if the situation requires further resolution, you will need to step in and help them negotiate a reasonable solution. This phase can require some time and effort, as it requires both parties to set aside their differences and preferences and find some common ground to work towards (which may involve not getting everything they want out of the situation). Then, work with both individuals to come up with a concrete list of steps that will result in the solution being achieved.

5. Continue to Monitor and Follow Up on the Conflict:

Just because a solution has been identified and addressed doesn't mean it will just go away. As a manager, it's your responsibility to check in with both parties to ensure that the conflict has truly been dealt with, and that the steps identified to reach a solution are being followed. If all seems to be going well, simply remember to stop and observe from time to time, just to see if things really are going smoothly or if there are still lingering tensions under the surface that need to be handled. If it's clear that the solution didn't work, or wasn't the right resolution for the situation, make sure to be proactive in working with both parties to readjust expectations, identify alternative solutions, and continue their dialogue to create a positive and healthy work environment.

Check your progress:

1. What are the causes of conflicts.

2. What are the strategies followed for the conflict management.

3. Write short note on the types of conflicts

4. What are the measure conflict Management style.

4.3 ANGER MANAGEMENT

4.3.1 Meaning of Anger:

Anger is a normal, healthy emotion, neither good nor bad. Like any emotion, it conveys a message, telling you that a situation is upsetting, unjust, or threatening. If your knee-jerk reaction to anger is to explode, however, that message never has a chance to be conveyed. So, while it's perfectly normal to feel angry when you've been mistreated or wronged, anger becomes a problem when you express it in a way that harms yourself or others.

You might think that venting your anger is healthy, that the people around you are too sensitive, that your anger is justified, or that you need to show your fury to get respect. But the truth is that anger is much more likely to have a negative impact on the way people see you, impair your judgment, and get in the way of success.

4.3.2 Effects of Anger:

Chronic anger that flares up all the time or spirals out of control can have serious consequences for your:

- **Physical health:** Constantly operating at high levels of stress and anger makes you more susceptible to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.

- **Mental health:** Chronic anger consumes huge amounts of mental energy, and clouds your thinking, making it harder to concentrate or enjoy life. It can also lead to stress, depression, and other mental health problems.

- **Career**: Constructive criticism, creative differences, and heated debate can be healthy. But lashing out only alienates your colleagues, supervisors, or clients and erodes their respect.

- **Relationships**: Anger can cause lasting scars in the people you love most and get in the way of friendships and work relationships. Explosive anger makes it hard for others to trust you, speak honestly, or feel comfortable-and is especially damaging to children.

If you have a hot temper, you may feel like it's out of your hands and there's little you can do to tame the beast. But you have more control over your anger than you think. With insight about the real reasons for your anger and these anger management tools, you can learn to express your emotions without hurting others and keep your temper from hijacking your life.

4.3.3 How anger management can help you?:

Many people think that anger management is about learning to suppress your anger. But never getting angry is not a healthy goal. Anger will come out regardless of how hard you try to tamp it down. The true goal of anger

management isn't to suppress feelings of anger, but rather to understand the message behind the emotion and express it in a healthy way without losing control. When you do, you'll not only feel better, you'll also be more likely to get your needs met, be better able to manage conflict in your life, and strengthen your relationships.

Mastering the art of anger management takes work, but the more you practice, the easier it will get. And the payoff is huge. Learning to control your anger and express it appropriately will help you build better relationships, achieve your goals, and lead a healthier, more satisfying life.

Tip 1: Explore what's really behind your anger

Have you ever gotten into an argument over something silly? Big fights often happen over something small, like a dish left out or being ten minutes late. But there's usually a bigger issue behind it. If you find your irritation and anger rapidly rising, ask yourself, "What am I really angry about?" Identifying the real source of frustration will help you communicate your anger better, take constructive action, and work towards a resolution.

Is your anger masking other feelings such as embarrassment, insecurity, hurt, shame, or vulnerability?:

If your knee-jerk response in many situations is anger, it's likely that your temper is covering up your true feelings. This is especially likely if you grew up in a family where expressing feelings was strongly discouraged. As an adult, you may have a hard time acknowledging feelings other than anger.

- **Anger can also mask anxiety**: When you perceive a threat, either real or imagined, your body activates the "fight or flight" response. In the case of the "fight" response, it can often manifest itself as anger or aggression. To change your response, you need to find out what's causing you to feel anxious or scared.

- **Anger problems can stem from what you learned as a child:** If you watched others in your family scream, hit each other, or throw things, you might think this is how anger is supposed to be expressed.

- **Anger can be a symptom of another underlying health problem**, such as depression (especially in men), trauma, or chronic stress.

Clues that there's more to your anger than meets the eye:

- **You have a hard time compromising:** Is it hard for you to understand other people's points of view, and even harder to concede a point? If you grew up in a family where anger was out of control, you may remember how the angry person got their way by being the loudest and most demanding. Compromising might bring up scary feelings of failure and vulnerability.

- **You view different opinions as a personal challenge:** Do you believe that your way is always right and get angry when others disagree? If you have a strong need to be in control or a fragile ego, you may interpret other perspectives as a challenge to your authority, rather than simply a different way of looking at things.

- **You have trouble expressing emotions other than anger:** Do you pride yourself on being tough and in control? Do you feel that emotions like fear, guilt, or shame don't apply to you? Everyone has those emotions so you may be using anger as a cover for them. If you are uncomfortable with different emotions, disconnected, or stuck on an angry one-note response to situations, it's important to get back in touch with your feelings.

Tip 2: Be aware of your anger warning signs

While you might feel that you just explode into anger without warning, there are in fact physical warning signs in your body. Becoming aware of your own personal signs that your temper is starting to boil allows you to take steps to manage your anger before it gets out of control.

Pay attention to the way anger feels in your body:

- Knots in your stomach

- Clenching your hands or jaw

- Feeling clammy or flushed

- Breathing faster

- Headaches

- Pacing or needing to walk around

- "Seeing red"

- Having trouble concentrating

- Pounding heart

- Tensing your shoulders

Tip 3: Identify your triggers

Stressful events don't excuse anger, but understanding how these events affect you can help you take control of your environment and avoid unnecessary aggravation. Look at your regular routine and try to identify activities, times of day, people, places, or situations that trigger irritable or angry feelings.

Maybe you get into a fight every time you go out for drinks with a certain group of friends. Or maybe the traffic on your daily commute drives you crazy. When you identify your triggers, think about ways to either avoid them or view the situations differently so they don't make your blood boil.

Negative thought patterns that can trigger anger:

You may think that external factors-the insensitive actions of other people, for example, or frustrating situations-are causing your anger. But anger problems have less to do with what happens to you than how you interpret and think about what happened.

Common negative thinking patterns that trigger and fuel anger include:

- **Overgeneralizing:** For example, "You ALWAYS interrupt me. You NEVER consider my needs. EVERYONE disrespects me. I NEVER get the credit I deserve."

- **Obsessing over "shoulds" and "musts":** Having a rigid view of the way a situation should or must go and getting angry when reality doesn't line up with this vision.

- **Mind reading and jumping to conclusions**: Assuming you "know" what someone else is thinking or feeling—that they intentionally upset you, ignored your wishes, or disrespected you.

- **Collecting straws**: Looking for things to get upset about, usually while overlooking or blowing past anything positive. Letting these small irritations build and build until you reach the "final straw" and explode, often over something relatively minor.

- **Blaming**: When anything bad happens or something goes wrong, it's always someone else's fault. You tell yourself, "life's not fair," or blame others for your problems rather than taking responsibility for your own life.

When you identify the thought patterns that fuel your anger, you can learn to reframe how you think about things. Ask yourself: What's the evidence that the thought is true? That it's not true? Is there a more positive, realistic way of looking at a situation? What would I say to a friend who was thinking these things?

Tip 4: Learn ways to cool down quickly

Once you know how to recognize the warning signs that your temper is rising and anticipate your triggers, you can act quickly to deal with your anger before it spins out of control. There are many techniques that can help you cool down and keep your anger in check.

- **Focus on the physical sensations of anger**: While it may seem counterintuitive, tuning into the way your body feels when you're angry often lessens the emotional intensity of your anger.

- **Take some deep breaths**: Deep, slow breathing helps counteract rising tension. The key is to breathe deeply from the abdomen, getting as much fresh air as possible into your lungs.

- **Get moving**: A brisk walk around the block is a great idea. Physical activity releases pent-up energy so you can approach the situation with a cooler head.

- **Use your senses**: You can use sight, smell, hearing, touch, and taste to quickly relieve stress and cool down. You might try listening to a favorite piece of music, looking at a treasured photo, savouring a cup of tea, or stroking a pet.

- **Stretch or massage areas of tension**: Roll your shoulders if you are tensing them, for example, or gently massage your neck and scalp.

- **Slowly count to ten**: Focus on the counting to let your rational mind catch up with your feelings. If you still feel out of control by the time you reach ten, start counting aga

Tip 5: Find healthier ways to express your anger

If you've decided that the situation is worth getting angry about and there's something you can do to make it better, the key is to express your feelings in a healthy way. Learning how to resolve conflict in a positive way will help you strengthen your relationships rather than damaging them.

- **Always fight fair**: It's okay to be upset at someone, but if you don't fight fair, the relationship will quickly break down. Fighting fair allows you to express your own needs while still respecting others.

- **Make the relationship your priority**: Maintaining and strengthening the relationship, rather than "winning" the argument, should always be your first priority. Respect the other person and their viewpoint.

- **Focus on the present**: Once you are in the heat of arguing, it's easy to start throwing past grievances into the mix. Rather than looking to the past and assigning blame, focus on what you can do in the present to solve the problem.

- **Be willing to forgive**: Resolving conflict is impossible if you're unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.

- **Take five if things get too heated**: If your anger starts to spiral out of control, remove yourself from the situation for a few minutes or for as long as it takes you to cool down.

- **Know when to let something go**: If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

Tip 6: Stay calm by taking care of yourself

Taking care of your overall mental and physical well-being can help ease tension and diffuse anger problems.

- **Manage stress**: If your stress levels are through the roof, you're more likely to struggle controlling your temper. Try practicing relaxation techniques such as mindfulness meditation, progressive muscle relaxation, or deep breathing. You'll feel calmer and more in control of your emotions.

- **Talk to someone you trust**: Nothing eases stress more effectively than chatting face-to-face with a friend or loved one. The person doesn't have to provide answers, they just need to be a good listener. But talking about your feelings and seeking a different perspective on a situation is not the same as venting. Simply venting your anger at someone will only fuel your temper and reinforce your anger problem.

- **Get enough sleep**: A lack of sleep can exacerbate negative thoughts and leave you feeling agitated and short-tempered. Try to get seven to nine hours of good quality sleep.

- **Exercise regularly:** It's an effective way to burn-off tension and ease stress, and it can leave you feeling more relaxed and positive throughout the day. Aim for at least 30 minutes on most days, broken up into shorter periods if that's easier.

- **Be smart about alcohol and drugs**: They lower your inhibitions and can make it even harder to control your anger. Even consuming **too much caffeine** can make you more irritable and prone to anger.

Tip 7: Use humor to relieve tension

When things get tense, humor and playfulness can help you lighten the mood, smooth over differences, reframe problems, and keep things in perspective. When you feel yourself getting angry in a situation, try using a little lighthearted humor. It can allow you to get your point across without getting the other person's defenses up or hurting their feelings.

However, it's important that you laugh with the other person, not at them. Avoid sarcasm, mean-spirited humor. If in doubt, start by using self-deprecating humor. We all love people who are able to gently poke fun at their own failings. After all, we're all flawed and we all make mistakes.

So, if you've made a mistake at work or you've just spilled coffee over yourself, instead of getting angry or picking a fight, try making a joke about it. Even if the joke falls flat or comes out wrong, the only person you risk offending is yourself.

When humor and play are used to reduce tension and anger, a potential conflict can even become an opportunity for greater connection and intimacy.

Tip 8: Recognize if you need professional help

If, despite putting these previous anger management techniques into practice, your anger is still spiralling out of control, or if you're getting into trouble with the law or hurting others, you need more help.

Anger management classes allow you to meet others coping with the same struggles and learn tips and techniques for managing your anger.

Therapy, either group or individual, can be a great way to explore the reasons behind your anger and identify triggers. Therapy can also provide a safe place to practice new skills for expressing anger.

Check your Progress:

1. What are the bad effects of anger.

4.4 TIME MANAGEMENT

Time is most limited commodity on the earth. We all get the same 24 hours – so why do some people seem to achieve more with their time than others? The answer: good time management.

Time management is the process of organizing and planning how to divide your time between different activities. Get it right, and you'll end up working smarter, not harder, to get more done in less time – even when time is tight and pressures are high.

The highest achievers manage their time exceptionally well. And by using Mind Tools' time-management resources, you too can make the most of your time – starting right now!

4.4.1 Obstacles to Time Management:

Higher education leaders have heavy workloads and responsibilities that often cause them to work long days. It is common for leaders to attend conferences, participate in training, and read books and articles on time management but struggle to implement what they learn.

Most of them realize the value of prioritizing, setting daily goals, using project management tools, delegating, doing the most challenging tasks early, providing training to their staff to empower them to work more independently, and keeping themselves accountable, but they don't do it.

Their struggle with time management is not caused by lack of knowledge but inability to change their behavior. They may be unaware of the reasons why they continue to repeat old habits instead of implementing new practices, or they may understand their reasons but not know how to change.

Typically, they blame themselves for their lack of organization and self-discipline, or they blame other people for the interruptions they create, or

both. They look at their situation from a highly pragmatic perspective and often feel discouraged or even stuck.

Unconscious Obstacles:

Time management is emotionally charged and the first step to making improvements is to deal with emotions. People don't always know consciously what drives their decisions and behaviors. In a nutshell, individuals are programmed to do what they expect to bring pleasure and avoid what they expect to create pain. This evaluation of pleasure and pain is rarely conscious and is highly subjective, as it is based on the person's past experiences, beliefs, fears, and needs. Here are some common unconscious obstacles to effective time management.

1. Seeking perfection:

Seeking perfection will cause managers to spend an excessive amount of time on each project. They may attach too much importance to small details that no one else will notice. They might check their work too many times, start doubting themselves, and add complexity that doesn't bring more value. The unnecessary time spent perfecting one task will be sorely missing for another task, creating unwarranted delays. Seeking perfection can also increase pressure, inflate the level of difficulty perceived, and cause procrastination.

2. Needing control:

Some people have a strong need to feel in control and are reluctant to delegate because they believe the best way to get something done correctly is to do it themselves. Instead of using their human resources strategically, they take responsibility for more tasks than they can handle. They will create delays and even bottlenecks when they micromanage their staff and insist on reviewing other people's work. They may also over-complicate projects by requesting modifications that are their personal preferences but don't objectively add value to the tasks.

3. Task avoidance:

Managers are likely to keep themselves busy with comfortable tasks and procrastinate on an intimidating one such as writing a report. Avoidance can be caused by various reasons including

    (1) too much pain perceived in completing the task,

    (2) lack of intrinsic motivation and interest in the task,

    (3) lack of external pressure to complete the task,

    (4) rationalizing why it is acceptable to wait,

    (5) attaching more importance to other tasks than this one,

    (6) focusing on what is urgent rather than important,

(7) being intimidated by the size of the task instead of tackling it in manageable chunks,

(8) not feeling creative or energetic enough and choosing easier tasks instead, or

(9) choosing a task that meets the individual's emotional needs (e.g. meetings or phone calls to meet the need for interaction and connection or answering e-mails for instant gratification and sense of being productive).

4. Fear of failure:

Lacking confidence in one's ability to successfully complete a project will create fear and procrastination. The intimidating project will be pushed to the last minute, creating more stress and pressure. This pattern is common for people who

(1) worry too much about how they are perceived and tend to focus more on criticism than service to others,

(2) are new at their jobs and don't feel competent enough, informed enough, or prepared enough to complete the tasks successfully,

(3) have a critical supervisor who is very difficult to please,

(4) exaggerate in their minds what is at stake and create unjustified anxiety,

(5) work in an environment that is unsupportive and feels unsafe, or

(6) have been treated poorly in the past and still carry the fear of being criticized or punished, even if their current work environment is healthy.

5. Desire to please:

People who have a strong need to please others tend to have difficulty saying no to requests, even when they are not certain they can deliver on their promises. As a result, they will over-commit and find themselves unable to meet deadlines. Their fear of disappointing someone or letting someone down will often become a self-fulfilling prophecy because they lack healthy boundaries. They are also likely to let people take too much of their time, call them too often, ask for too many favors, and assign them projects that should be directed elsewhere. They tend to make unnecessary sacrifices because they want to be liked, and prioritize what other people want over what they themselves need.

6. Need for connection:

Occasionally, managers overestimate how much time they should spend nurturing relationships on campus by engaging in long conversations with co-workers. Leaders with an open-door policy who lack self-discipline may allow people to interrupt their workflow excessively and overstay

their welcome. While relationships are of the utmost importance and leaders need to know how to inspire teamwork, loyalty, and collaboration, they should not assume that quantity of conversations is an indication of quality. Many high achievers will lose motivation when they question whether other people are working or socializing. An excessively laid back atmosphere can hurt morale and dedication. When friendships seem to be more important than work, standards are likely to get lower and so will productivity.

7. Seeking comfort and familiarity:

Not everyone embraces change. In fact, most people are highly resistant to change. Many individuals prefer to keep doing what is familiar, comfortable, and predictable, even if it is not optimal. Breaking old habits require commitment and self-discipline. If someone does not set a clear intention to change and create structure for accountability and follow-through, they will revert back to doing things the way they always have. Improving time management is not difficult but it feels too unfamiliar and uncomfortable to some people.

8. Being reactive rather than proactive:

Some managers describe their work as putting out fires all day. Their lack of structure and organization causes them to spend their workdays reacting to emails, calls, meetings, and crises to resolve. They believe they cannot make time to create processes or systems, or train their staff to do more or work independently. They are busy keeping their heads above water and don't know how to make time to improve their workflow and effectiveness. Their attachment to the belief that they don't have any time available prevents them from implementing time management strategies.

9. Taking pride in being overworked:

When someone takes pride in personal sacrifice and being overworked, they will not improve their time management. Being able to leave the office on time each day would damage their self-image. Their self-worth and identity are tied to how hard they work therefore; finding ways to create free time may be appealing consciously but will be rejected unconsciously. They will sabotage their efforts to achieve work-life balance because they think hard work is more honorable. Their inner conflict will keep them from changing habits.

10. Feeling not good enough:

Similarly, when leaders have a relentless inner voice telling them they are not good enough or are not doing enough, they will continue to work excessively to prove their worth and find self-acceptance. Their inner critic will sabotage efforts to improve their time management because the unconscious goal remains to do more and sacrifice more, not less.

Overcoming Unconscious Obstacles:

The first step to overcoming these obstacles is to become aware of them. Self-reflection can be facilitated easily and effectively by a coach. Once the person understands the reasons why they have difficulty implementing better time management practices, they can find solutions and commit to changing old habits.

Managers who now understand what need(s) they were unconsciously trying to meet can find new vehicles to meet these needs, making it possible to change the unwanted behaviors. Briefly acknowledging their fears will allow them to think of solutions to find reassurance and make the fears disappear. Identifying long-held beliefs that cause dysfunction will give them an opportunity to change perspective and liberate themselves from old patterns.

Work habits are determined by the unconscious mind until we choose to consciously observe our own decisions and behaviors and choose to make changes. Intentions alone are not effective because obstacles need to be brought to the surface to be overcome.

The gap between knowledge and action, meaning knowing what to do and actually doing it, can only be filled by addressing the emotional side of time management. Stop struggling with your heavy workload and old habits. I invite you to click here to schedule a complimentary call with me to discuss how I can help you making lasting changes and regain control over your schedule. You can't keep doing the same thing and expecting different results, right? Let me take away the stress and make your work life much easier.

4.4.2 The Benefits of Good Time Management:

When you know how to manage your time effectively, you can unlock many benefits. These include:

- Greater productivity and efficiency.

- Less stress.

- A better professional reputation.

- Increased chances of advancement.

- More opportunities to achieve your life and career goals.

Overall, you start feeling more in control, with the confidence to choose how best to use your time.

And by feeling happier, more relaxed, and better able to think, you're in a great place to help others reach their targets, too.

How Well Do You Manage Your Time?:

Start by assessing your existing approach. How good are you at organizing your time so that you get the important things done well? Can you balance your time between different activities? And when you do make time to do something, are you able to focus – and get it finished?

How Good Is Your Time Management ?:

This will show you what you're getting right, as well as highlight where – and how – you can improve:

Good time management takes a shift in focus from **activities** to **results**. Being busy isn't the same as being effective. In fact, for many people, the busier they are, the less they actually achieve.

1. General Time-Management Tools:

Mind Tools has a range of resources designed to improve your time management overall. These offer practical solutions to common time-management challenges, as well as ways to change key habits for the better.

How to Be More Organized explains why your environment needs to be as organized as your thinking! There are practical tips from highly organized people, plus ideas for using technology to take more control of your time.

And, since good time management relies on planning, recording and reflecting on your activities, we explain some of the best-known tools for doing this, including Activity Logs , To-Do Lists and Action Programs .

2. Prioritization:

You can achieve more when you start dedicating time to the right things. But how do you know what those things are?

Eisenhower's Urgent/Important Principle is a way to distinguish between demands, so that you prioritize them wisely.

The Action Priority Matrix includes a downloadable worksheet for exploring how much time to give to different activities (if you should be doing them at all!).

3. Scheduling:

You may know what you need to do – but when should you do it? Timing is everything.

It pays to get tough tasks done while you're still feeling fresh, for example, as we explain in Is This a "Morning" Task?

And you can boost your efficiency, gain people's trust, and use adrenaline to your advantage, by reading How to Meet a Deadline .

4. Goal Setting:

The most successful "time managers" have clear targets to aim for. They develop SMART Goals , allowing them to allocate their time effectively.

Treasure Mapping is a powerful way to see your goals clearly – so that you're motivated to give them the time they need. Personal Mission Statements are also helpful for being organized and staying committed to your plans.

5. Concentration and Focus:

It's no good just making the time to pursue your priorities. You have to use that time well, too. We have a collection of resources devoted to doing just that, including advice on minimizing distractions , and getting into a focused state of "flow ."

There's also detailed guidance on using your time well when you're working from home , and when you're doing your job on the move .

4.4.3 Maintaining Relationship with BOSS:

The relationship between employee and boss is an important one for all parties involved. It is obviously a crucial one for the employee—their manager can make changes in their role and has significant sway over their progression and success within the company.

However, it is also important for the manager to have a healthy relationship with their employees. This is because having motivated employees that understand and respect the manager's outlook means better quality work and a more positive and cooperative atmosphere in the workplace. This remains true now even for companies with a remote workforce.

Having these strong relationships means the whole organization functions better. Ultimately, it impacts profitability, reputation, and attractiveness as seen by clients of that company. However, these complex relationships are not formed overnight and require some thought and consideration.

Below are six ways that employees can improve their relationship with their boss and hopefully reap the rewards of that enhanced relationship.

1. Take the initiative:

Upper management is always looking for and rewarding employees who are innovative and proactive when it comes to approaching projects. Demonstrating your enthusiasm and novel ideas will show that you're not someone who just turns up because they have to, but that you are adding value to the company.

2. Structure appropriate discussion time:

Having a quality dialogue with your boss is clearly one of the best ways you can go about fostering a better relationship. However, this doesn't mean that you should 'pop' into their office to quickly go over some ideas when they are

not expecting you. In fact, constant interruptions are more likely to have the opposite effect that you are looking for. The better option is to book a properly scheduled meeting with them with defined time limits. This shows that you respect their schedule.

In addition, because it is a blocked meeting, the time you do spend together is focused entirely on the topic that you have brought up for discussion. This could be anything from the implementation of new collaboration software to organizing a business event.

Use the meeting time wisely to focus on how you can help them achieve company objectives rather than booking in time for "a chat". Make sure to set an agenda. Discuss short and long-term goals and ask plenty of questions so that you get out the maximum value from the meeting.

3. Use personal communication:

Using personal communication can be a difficult balancing act. However, if used correctly it can endear you to your manager in a way that talking about business simply cannot.

This doesn't mean being over familiar. There is a fine line between a few sincere inquiries about their life and making inappropriate comments that may make your boss feel uncomfortable.

The key here is to express real interest in their life outside of the context of work but to not overextend into places that would be considered too personal. For example, asking about their weekend or about a hobby of theirs shows that you care without overstepping the mark.

Understandably, this is now more difficult to achieve with the pandemic still heavily influencing workplaces. However, this doesn't mean that you can't video call your boss using one of the 8 Skype alternatives that won't break the bank to catch up with them.

4. Maintain a positive work ethic:

If you are not the most confident communicator, one of the best indirect ways of improving your relationship with your boss is to work hard. Even if your boss doesn't regularly come and visit your team and talk to you directly, the information that you are an efficient worker will get back to them in office chat or more concretely in your performance review. This is more important than ever as some businesses now function with most of their employees working remotely.

This is the perfect demonstration of the maxim "actions speak louder than words". Your work ethic should also extend to your preparation for presentations and meetings. If you come to these sharing platforms with plenty of detail and well-thought-through ideas, you can show your boss that you are someone they should get to know as a valuable member of the team.

5. Ask for feedback:

Asking for feedback from your boss does several things. From the boss's perspective, it shows that you care enough about the project and your future performance to want to know how to improve. This demonstrates that you are not doing the projects assigned to you because it's your job but because you are genuinely invested in your work they can help the business succeed.

It also shows that you are moving forward, which indicates to your boss that you are thinking about promotion and development. Just showing this intent keeps your name in the forefront of their mind when they are considering employees ready to progress.

In terms of how to actually ask for feedback, again you should ask for a properly structured meeting time that can yield good quality results. Come up with a specific agenda for how you would like the feedback to go.

When you are receiving feedback, it is important to listen actively to what they are saying and take note of how you can improve in the future. This will show that you take this process seriously and that you aren't just doing this to tick a box.

Lastly, show that you understood the feedback by implementing those recommendations in the next project you work on. Showing that you understood and properly processed your boss's advice conveys to them that not only do you respect their guidance but that you are capable of improvement.

Again, real-life meetings are more difficult to organize these days. However, there are plenty of other communications platforms you can use to reach out in this way, including video conferencing.

6. Talk about goals:

Both employer and employee have things that they want to achieve, both personally in respect to their career and more generally in terms of goals for the company. Making sure that you are aware of your boss's goals and that they are aware of yours can make a massive difference to the effectiveness of your relationship and the advancement of your career.

Letting your boss know exactly what your plans are and how fast you see these goals being achieved helps them understand what they can do to help you. Being open about what you want from the company or your boss should hopefully prove to them that you are ambitious, honest, and forward-thinking.

Having goals that the boss and employee are both aligned on is also good for the employer as it should boost employee engagement in the company with more cooperative investment in the outcomes.

This information sharing needs to go both ways. In fact, it would probably be more helpful for you to know what your employer's vision is for the company and their own progression ideas are first. Getting an idea for what they intend

on achieving gives you not only an insight into their world generally but a clue to how you can behave to align yourself with their goals.

4.5 LET US SUM UP

Conflict is the ever-prevailing emotion of the human, he gets influenced by the nature, culture and behaviour of other human and this brings about difference in the interest of two individuals and caused conflict if not handled appropriately. There are various psychosomatic ways to handle the conflict.

Anger is another negative emotion of the human. Anger has many negative effects on body and mind, ultimately it affects relationships, family and career. Anger can be managed by various self-counselling techniques.

Time is the most scares commodity on the earth but if used wisely can become the important factor for one's success. We come across the people who complains about he shortage of time and blame it for being unsuccessful, on the other hand if managed properly one attends the epitome of this success.

4.6 UNIT END EXERCISE

A) Choose the correct alternatives from the following.

1. People use verbal language when talking to one another. Another way people communicate is by using body language. What is body language?

    ⦿ a. Expressions and gestures that a person makes with his body

    b.   Ways that you raise or lower your voice

    c.   Running away from an argument

    d.   Trying to get friends to be on your side

2. Which of the following suggestions is the best way to communicate to calm an argument?

    a.   Yell and cross your arms to protect yourself.

    b.   Look away from the person you are disagreeing with.

    c.   Use an even tone.

    d.   Get an adult even if you are not being bullied or in danger.

3. It is a good idea to think about the other person's perspective when you have an argument. What does 'perspective' mean?

   a. Point of view or opinion

   b. Accent

   c. Bullying behavior

   d. Facial expression

B) Answer the following questions.

1) Find the symptoms of anger, and list the strategies to handle the anger.

2) What are some healthy and unhealthy responses to conflicts.

3) What are some of key conflict resolution techniques? Which one would you use best.

4) What are the triggers of anger?

5) What are the benefits of time management?

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<div align="right">**5**</div>

MENTORING MENTORSHIP

Unit Structure

5.0 OBJECTIVES

- Knowledge of the concept and principles of mentoring

- Explain the meaning of mentee

- Identify the need and importance of mentoring

- Elucidate the models of mentoring

- Applying and developing the skills of mentoring

- Understanding the role of mentoring

- Developing attitude towards mentoring

5.1 INTRODUCTION

The concept of Mentoring is as old as the human civilization. The culture of 'Mentoring' dates back to ancient Greece, when Odysseus entrusted his friend Mentor with the responsibility of his son Telamachu's education in his absence. The relationship between Telamachu and Mentor came to be known as 'Mentoring'. Indian history is also filled with examples of Mentoring in the form of Guru Dronacharya and Arjuna or Chanakya and King Chandragupta Maurya. According to Lewinson, a mentor is a teacher, sponsor, counselor, developer of skills and intellect, host guide, exemplar and most importantly supporter and facilitator in the realization of the vision the young person has about the kind of life he wants as an

adult. A Mentor is a person who systematically develops another person's abilities through intensive tutoring, coaching and guidance. Mentoring is a process whereby a senior employee acts as a friend, philosopher and guide to the new recruits. Mentoring performs both career related functions as well as psychological functions. Effective mentoring program first develops the positive mentoring relationship and then, focuses on guiding the desired behavioral changes. Mentoring process can be formal and informal, structured and unstructured.

In the education system, mentoring is a complex and multidimensional process for guiding, teaching, influencing, and assisting students and new teachers (Bey and Holmes, 1992). Therefore, the effect may be different between the mentor and the recipient. To create interests in education and to make a special contribution to society as an educated entity, the proper application of mentoring during education is essential. Teachers and mentors are in most cases an integral entity; because mentoring is one of the qualities that an ideal teacher has. 'Mentor', 'mentor teacher', and 'teacher mentor' are three different subjects. The scope of the first one is detailed, while the distance between the last two depends on the field of application and purpose. Mentoring extends beyond motivation and direction. The source and scope of mentors are wide, such as family members, friends, colleagues, teachers, etc. A 'mentor teacher' usually leads, guides, and mentors' students, colleagues, and other employees in an educational institution depending on a work situation characterized by mutual trust and confidence. Its field of application and purpose are wide, but it is not like a mentor.

5.2 MEANING AND DEFINITION

A mentor is an individual with expertise who can help develop the personality of a mentee. A mentor often has two primary functions for the mentee. The career related function establishes the mentor as a coach who provides advice to enhance the mentee's performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work–life balance. The term mentee is used here to refer to the broad range of individuals who may be in the role of "learner" in mentoring relationships, regardless of the age or position of the mentor and mentee.

1. According to David Clutterbuck, 'mentoring involves primarily listening with empathy, sharing experience, professional friendship, developing insight through reflection, being a sounding board, encouraging'.

2. According to Jacobi, 'mentoring is a one to one helping relationship or nurturing process'.

3. According to Vickie L. Nadolski, 'mentoring is linking an experienced person (mentor) with a less experience person (mentee) to help their personal and professional growth'.

Mentoring is a broader concept as compare to teaching. Mentoring is process where the mentor is a more experienced and knowledgeable person. The mentor identifies the strength and weakness of the mentee and passes best practices and knowledge to groom the mentees personality. The mentor influence's and motivates that causes higher achievements, acquisition of skills and advanced knowledge. The relation between thee mentor and mentee could be more informal. The knowledge is passed through higher teaching learning techniques such as brain storming, discussion or cooperative techniques etc.

5.2.1 Characteristics of Mentoring:

1. Mentoring requires a high degree of mutual trust between the mentor and the mentee.

2. Effective communication is the key to the mentoring programmes.

3. The success of mentoring depends on the availability of the mentor and predictability.

4. It is a systematic process of building a partnership.

5. Self-esteem and confidence is necessary for effective mentoring.

6. Mutual respect between each other is also required.

5.2.2 What is Mentee:

A mentee is a person who is under the tutelage or training of a mentor who teaches them new skills to help them achieve their goals.A mentee is a person who receives advice, training, or guidance from a more experienced or skilled mentor. A mentee will often have specific skills or competencies they want to learn from their mentor, and the mentor may spend a designated amount of time tutoring or teaching them. Typically, a mentor and mentee will establish goals together and meet regularly to practice or learn new skills throughout the mentoring program.

5.2.3 Principles of Mentoring:

Mentees Mentoring is an interactive learning and educational experience, provided to assist in personal and career development. Below are some principles that may be helpful before starting a mentoring relationship. Mentees who participate in the programme understand that mentors are busy professionals volunteering their time and experience. They understand that the mentor's role is to inspire and guide, and not necessarily to help organise work or offer employment.

Trust:

Mentoring requires a trusting, confidential relationship based on mutual respect. Mentoring is a process through which the mentor motivates, inspire and guide. The mutual trust is essential for the development of mentee. For example, in case they doubt each other's capabilities then there is a little room for improvement and enhancement.

Uncoerced relationship:

Mentoring involves a clearly bounded relationship that is close and uncoerced (unlike friendship or parenting). For any kind of learning, willingness and interest are the two important factors. These aspects ensure strong tie between mentor and mentee that will grow indeed.

Time Frame:

Mentoring involves a definite time commitment. The time of mentor is crucial and apart from mentoring has to fulfil professional commitment too. Hence the mentor and mentee follow a fix schedule.

Growth and development:

A mentoring relationship is planned for enhancing specific growth goals of a mentee; not for organizational requirements such as employee evaluation.

Goals and commitments:

The purpose of mentoring must be mutually established by the mentor and mentee with clearly defined goals/ outcomes.

Model behaviour:

Mentors should model performances for mentees thereby providing them with opportunities to observe and develop insights.

Improvement:

Mentees must show progress by "raising the bar" for themselves as their insights and skills increase.

Object oriented:

The mentoring relationship ends when the mentee is able to operate independently.

Initiate:

In order to sustain the mentoring relationship, mentee should take initiative to ask mentor questions, that will help mentor know educational and professional interests and objectives of mentee. Do not vacillate to ask for the services that the mentor is ready to offer.

Honour commitment:

Mentoring is a demanding job and mentor is a busy professional. The mentor has many responsibilities and commitments. Therefore, the mentee must be appreciative of mentor's time and investment. It is necessary to respond in a timely manner.

Clear Communication:

Maintain contact with mentor if you have questions or would like to discuss something. Identify needs and communicate clearly to the mentor. It may be helpful to put some focused energy into organising thoughts and concerns.

Be receptive:

Be willing to learn new things, obtain another perspective, and be responsive to suggestions and constructive criticism.

Follow through:

Act onmentor's suggestionsin a timely manner and then report back to mentor.It is crucial to identify objectives as well as keep the relationship focused and moving forward. Do come to meetings prepared.

Respect for People's Rights and Dignity:

Guides both the mentor and mentee to consider personal differences so that any differences do not bias their interactions. This principle also serves as a reminder that in some mentoring relationships there may be a power differential that could impact the process.

Integrity:

Both the mentor and mentee need to do what they have agreed to do when establishing the relationship. If a point of conflict or confusion arises, each person should be willing to resolve that issue.

5.4.4 Need and Significance of the Mentor:

Support growth:

Mentors encourage and enable another person's professional or personal development. A mentor can help focus their efforts by setting goals and giving feedback. As a result, companies that want to build employees' skills often create mentoring programs. The mentors' knowledge can help train and create a high-quality and productive workforce. Employees appreciate workplaces that encourage development, as it can demonstrate that their employer values them and wants to see them grow.

Serve as a source of knowledge:

Mentors can provide specific insights and information that enable the mentee's success. For example, they offer instructions on how to perform particular tasks or develop useful skills. Individuals starting their career can benefit from such guidance, as it helps them feel comfortable in the role more quickly. For example, a mentor can help a person starting a business learn how to develop their initial business plan and budgets.

Help to set goals:

A mentor can help their mentee set personal or professional development goals. For effective goal-setting, they can create SMART goals—specific, achievable, relevant and time-based. These goals can help focus the mentee's efforts and make it easier for the mentor to track and assess progress. They may identify smaller tasks in pursuit of a larger objective to develop specific skills or meet particular priorities.

Maintain accountability:

A mentor helps hold their mentee accountable for their goals. By tracking progress, the mentor helps the mentee stay focused and on track towards completing them. It can also ensure that the mentee does not forget about the goals they have set. Knowing that someone else is watching can serve as motivation, as the mentee likely does not want to let the mentor down by failing to meet goals.

Offer encouragement:

When the mentee finds themselves struggling to perform their job or reach a goal, they can turn to their mentor for support. This encouragement can motivate them to keep moving forward despite challenges. A mentor can also identify and express their mentee's strengths to instil confidence in them. Having a strong sense of confidence can make the mentee less likely to give up on their goals.

Help to make connections:

A mentor can help build their mentee's professional network. When the mentee identifies professional or personal goals, the mentor can connect them to potential opportunities or individuals who can help them. As the mentor typically has more industry experience or a higher-level career, these connections can be valuable for career advancement.

Willing to listen:

When an individual has ideas, they can use a mentor as a resource to discuss or try them. The mentor can provide unbiased advice or opinions using their relevant knowledge and experience. With these insights, the mentee can better understand what steps to take and whether to pursue the idea or walk away. Similarly, a mentor can also listen and advise them on daily concerns, such as workplace conflicts.

Serve as a trusted ally:

Trust represents a core element of mentoring relationships. The mentee must trust that the mentor has their best interests in mind and will provide accurate and honest guidance. The business world can also be competitive, so they need to rely on one another to keep confidential information private when necessary. Communicating regularly and following through on their promises demonstrate two methods of establishing trust in these relationships.

Offer constructive feedback:

A trusting mentorship relationship enables honest feedback. By establishing trust, the mentee understands that constructive criticism aims to build their professional growth rather than make them feel bad. Mentors can identify weaknesses and advise them on ways to improve. Because this is a professional relationship, the mentor plays an objective role. Meanwhile, a friend may hesitate to identify the mentee's weaknesses because they do not want to appear critical.

Provide guidelines:

For individuals just starting their career, a mentor can help set guidelines on professional expectations. For example, they may clarify the priorities of the role and proper workplace behaviors. These guidelines can help the mentee establish appropriate work habits that enable them to focus and perform their job successfully. These effective work habits can help them be more productive and impress their supervisors.

Have relevant experience:

When possible, individuals should choose mentors who have the experience relevant to their profession or goals. When mentors convey their successes, the mentee can use them as an example to strive toward and copy the steps they took. Mentors can also share the mistakes they made along their journeys. The mentee benefits because they learn lessons

about the mistakes' negative impacts but do not have to suffer the consequences themselves. Learning about these experiences can also help prepare the mentee for the challenges they can expect to face and provide demonstrable advice on how to overcome them.

Mentors are a free resource:

Mentorship typically occurs due to networking or company programs, so mentors do not seek payment. They offer to serve this role because they genuinely want to help the other individual grow and establish a more authentic and personal connection. The lack of payment also opens up mentorship for all types of people, rather than restricting this resource to only those who can afford it.

5.2.5 Importance of a Mentor in Education & Professional Development:

The world has witnessed great people achieving massive things when a mentor was by their side. Mentors have always been working behind the curtains and pushing their mentees to acquire the best. Let's get to know about the importance and the role of a mentor in facilitating the educational and professional development of their mentee.

- A mentor essentially helps the student take informed decisions at each and every stage of their academic and professional quest.

- They are the guides that light up our way ahead, whether we are stuck in our career choices or need assistance at any crucial stage of our lives.

- You might land up at your most desired job position or execute your business idea, but to know the ropes, you require guidance from someone you can trust.

- A mentor provides you with information that might not really be in any book. These details come from their experience and expertise in the field.

- Mentors have tried and tested certain ways through the world and know what works when. For example, if you are heading for a negotiation with a client, a mentor will know what exactly to say and what to avoid to take the lead.

- Mentors not only physically strengthen and support their mentees but also provide psychological and personal development.

"Show me a successful individual and I'll show you someone who had real positive influences in his or her life. I don't care what you do for a living—if you do it well I'm sure there was someone cheering you on or showing the way. A mentor." – Denzel Washington

5.3 MODEL OF MENTORING

There are a number of different types, or 'models', of mentoring. Mentoring can be implemented in different ways for different purposes, because some types of mentoring may be better than others for achieving certain objectives.

For example, where high-potential graduates might benefit most from 1:1 mentoring, those returning to work after maternity or paternity leave may gain more from the shared experience of peer mentoring.

Equally, if you're focusing on knowledge retention, reverse mentoring would not be the best model to use. However, when it comes to digital skill sharing, it could be ideal for younger employees to mentor older employees.

Here are some of the key types of mentoring to consider when starting a program:

- **One-on-One Mentoring**: This is the traditional model of mentoring, where one mentor and one mentee agree to enter a mentoring relationship to help the mentee develop, improve, and achieve. In this type of mentoring, the mentor has more experience in an area that the mentee is interested in, and so can act as an advisor and guide.

- **Peer Mentoring**: Peer mentoring involves colleagues of a similar age and experience level mentoring each other. They may take turns acting as 'mentor' and 'mentee', but overall, peer mentoring is about creating a formal support system, learning together, and holding one another accountable.

- **Group Mentoring**: This style of mentoring involves one mentor working with several mentees in a group. Group mentoring helps reach and impact more mentees in a short amount of time, and is particularly useful if organisations are short on good mentors – helping to promote a culture of inclusion. Practising mentoring in a group setting also helps improve everybody's teamwork skills.

- **Speed Mentoring**: Speed Mentoring refers to quick one-off mentoring sessions aimed at learning a key piece of information or skill. This style of mentoring encourages brief but impactful knowledge sharing, without the focus on creating long lasting relationships. Speed Mentoring can work alongside a traditional mentoring program by allowing mentees to build long-term relationships while also learning new things on an ad-hoc basis.

- **E – Mentoring**: Finally, with remote work becoming more common and necessary, E- Mentoring is another type of mentoring that businesses can utilise. Just because your people are not all in the office, doesn't mean mentoring programs have to get put on hold. Using a mentoring software means mentoring can still take place and make an impact.

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- **Reverse Mentoring**: Exactly as it sounds, reverse mentoring is when a more junior person mentors a more senior person. All one-on-one mentoring relationships have the potential to utilise reverse mentoring, as there is always plenty, we can learn from one another.

These various types of mentoring are all valid, and can serve different purposes within your organisation. It might take some trial and error until you find the best type of mentoring for your people and your goals, but all of them will help contribute to a culture of learning and knowledge sharing.

5.4 MENTORING SKILLS

Core Mentoring Skills Both mentors and mentees should utilize the following core skills in their mentoring partnerships.

1. Listening Actively:

Active listening is the most basic mentoring skill; the other skills build on—and require—it. When you listen well, you demonstrate to your mentors and mentees that their concerns have been heard and understood. As a result, they feel accepted by you, and trust builds. The way you indicate you're listening intently is by performing several observable behaviours. For example, if you're an excellent listener, you:

- appear genuinely interested by making encouraging responses such as "Hmmm . . ." and "Interesting . . ." or sometimes reflecting back (paraphrasing) certain comments to show you've grasped the meaning and feelings behind the message;

- use appropriate nonverbal language such as looking directly into people's eyes, nodding your head, leaning slightly toward them, frowning, or smiling where appropriate;

- avoid interrupting mentors and mentees while they're talking;

- remember and show interest in things they've said in the past ("By the way, how did the meeting with your manager go?"); and

- summarize the key elements of what each of you said.

Resist the impulse always to turn the conversation to your experiences and opinions and to find immediate solutions to problems you may be hearing. Listen carefully first; problem solve much later. If your mentors and mentees have a habit of immediate problem solving, see if you can help them be better listeners and problem explorers.

2. Building Trust:

The more that your mentors and mentees trust you, the more committed they'll be to your partnerships with them, and the more effective you'll be. This trust develops over time—if your mentors and mentees observe certain appropriate behaviors on your part. To become trustable, you must:

- keep confidences shared by your Mentors and mentees;

- spend appropriate time together;

- follow through on your promises to them;

- respect your mentors' and mentees' boundaries;

- admit your errors and take responsibility for correcting them; and

- tactfully tell your partners if and why you disagree or are dissatisfied with something so they'll know you're honest with them.

Particularly with cross-difference (e.g., gender, culture, style, age) mentoring, trust building is crucial and has to be developed over time.

3. Encouraging:

According to Phillips-Jones' research, the most valued mentoring skill is giving encouragement. This includes giving your mentoring partners recognition and sincere positive verbal feedback.

When was the last time you received too much praise? If never, you're not alone. Effective mentors encourage their mentees, which in turn helps increase the mentees' confidence and enables them to develop.

At the same time, successful mentees make a point of positively reinforcing their mentors, which serves to keep the mentors focused and motivated. Provide genuine, positive feedback to your mentors and mentees on a regular basis.

While there are many ways to encourage, and mentors and mentees can differ in the types and amounts of encouragement they like, you can:

- compliment your mentoring partners on accomplishments and actions;

- point out positive traits (such as perseverance and integrity) in addition to their performance and accomplishments;

- praise them privately, one-on-one;

- commend them in front of other people (being sensitive to any cultural and style preferences regarding public praise);

- express thanks and appreciation;

- write encouraging memos or e-mail and leave complimentary voice mail; and

- let them know how you use any help they give you.

Be certain that your praise and encouragement are sincere. In mentoring, err in the direction of too much praise, rather than too little. Some human development experts recommend a ratio of four or five praises for every corrective remark.
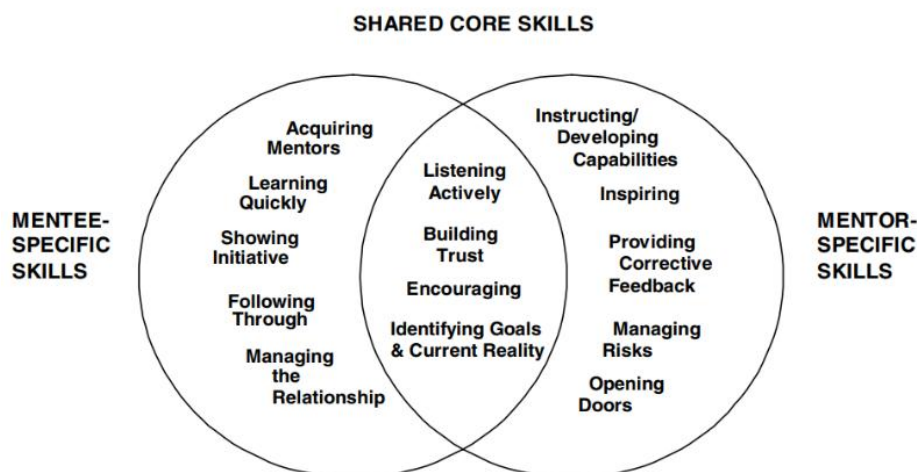
4. Identifying Goals and Current Reality:

Whether you're a mentor or mentee, you should have a personal vision, specific goals, and a good grasp of current reality. As a mentor, be clear on and talk to your mentees about their visions, dreams, and career/life goals. They'll be interested in your current reality (your view of your strengths and limitations as well as the current reality of situations within your organization) and want help recognizing theirs as well.

As a mentee, you also need this skill. Before asking for help, you should know your tentative goals, strengths, what development you need, and the specific assistance you'd like. You should discuss these with your mentors. The more aware you are of these, and the more accurately you can convey them to potential helpers, the more likely they'll be to assist your next steps. To demonstrate this mentoring skill:

- know what's important to you, what you value and desire most;

- recognize areas in which you're able to perform well, very concrete examples of behaviours you can perform at the good-to-excellent level;

- identify specific weaknesses or growth areas observed in yourself and ones noted by others;

- set tentative one- to five-year goals to reach in your personal life and career; and

- describe accurately the reality of your abilities and situations.

Effective mentors and mentees are constantly fine-tuning this self-knowledge, incorporating new feedback and observations on a regular basis. Peter M. Senge, in The Fifth Discipline, mentions these skills as part of" personal mastery," which he calls a journey, not a destination.

THE MENTORING SKILLS MODEL

SHARED CORE SKILLS

MENTEE-SPECIFIC SKILLS

Acquiring Mentors

Learning Quickly

Showing Initiative

Following Through

Managing the Relationship

Listening Actively

Building Trust

Encouraging

Identifying Goals & Current Reality

Instructing/ Developing Capabilities

Inspiring

Providing Corrective Feedback

Managing Risks

Opening Doors

MENTOR-SPECIFIC SKILLS

5.4.1 Critical Skills for Mentors:

In addition to the core mentoring skills described above, mentors use several specific competencies in an attempt to help mentees develop.

1. Instructing/Developing Capabilities:

Probably all mentors do some teaching or instructing as part of their mentoring. The skill is especially important in formal mentoring. This seldom means that you'll give formal speeches and lectures. Instead, your instructing will usually be more informal—from modelling specific behaviours to conveying ideas and processes one-on-one, in a tutoring mode. You'll:

- be a "learning broker" as you assist your mentees in finding resources such as people, books, software, websites, and other information sources;

- teach your mentees new knowledge, skills, and attitudes by explaining, giving effective examples, and asking thought-provoking questions;

- help your mentees gain broader perspectives of their organizations including history, values, culture, and politics;

- demonstrate or model effective behaviours, pointing out what you're trying to do; and

- help them monitor performance and refocus steps as needed.

A key part of your instruction is teaching the mentoring process. You can do this by making process comments—pointing out, naming, and otherwise getting your mentees to recognize which aspect of mentoring you're doing at the time—and why?

2. Inspiring:

One skill that separates superb mentors from very good ones is an ability to inspire their mentees to greatness. By setting an example yourself and helping your mentees experience other inspirational people and situations, you can help them onto future paths that excite and motivate—even beyond their original dreams. Mentors vary in their ability to be inspiring. See if you can:

- do inspiring actions yourself which challenge your mentees to improve;

- help them observe others who are inspiring;

- arrange other inspirational experiences for them;

- challenge them to rise above the mundane and do important things in life; and

- help them recognize inspiring actions they took in the past and ways to excel again.

It's always tempting to tell mentees what to do and, in fact, to have them follow in your footsteps. Your challenge as a mentor is to ensure that your mentees identify and pursue their own form of greatness, not necessarily yours.

3. Providing Corrective Feedback:

In addition to giving frequent and sincere positive feedback, effective mentors should also be willing and able to give mentees corrective feedback. When you observe your mentees making mistakes or performing in less than desirable ways, you should be direct with your mentees, letting them know what you perceive and providing some better ways for handling the situations. It will probably be better for them to hear it from you than from others. This is an aspect of the mentor's protection skill, Managing Risks, described later. One of the first things you can discuss with your mentees is if and how they'd like to receive this feedback. People are more willing to hear corrective feedback if they've given permission and know in advance it's coming. At the same time, you'll be more likely to give feedback if you're invited to do so. Attempt to:

- use positive, non-derogatory, business-like words and tone of voice with mentees when their behaviours or products aren't satisfactory;

- give corrective feedback in private;

- give the feedback as soon as feasible after the performance;

- give specific (as opposed to vague) feedback on behaviors; and

- offer useful suggestions for them to try next time, offering to be a resource when that time occurs.

Use the Encouraging skill much more often than the skill of Providing Corrective Feedback.

4. Managing Risks:

Another distinguishing characteristic of effective mentors is their willingness and ability to protect their mentees from disasters. One of your tasks is to prevent your mentees from making unnecessary mistakes as they learn to take appropriate risks. This skill of Managing Risks builds closely on the core skill of Building Trust, identified earlier. Some refer to this riskmanagement process as helping mentees "step out on the branch, then fly when ready." You'll:

- help your mentees recognize the risks involved in actions and projects, including some risks (and mistakes) you've experienced;

- make suggestions to help them avoid major mistakes (business, career, financial, personal, and other) in judgment or

- action; help them learn to prepare well, get wise counsel, then trust their own decisions and actions; and

- if requested in difficult situations, intervene as your mentees' advocate with others. Mentees and mentors in many corporations have identified Managing Risks as an increasingly important mentoring skill.

5. Opening Doors:

Mentors are usually in a position to provide visibility for their mentees. This means opening the right doors that allow them to meet people and to demonstrate to different audiences what they can do. Research has shown that when mentors vouch for mentees in this way, their work is much more likely to be well received. To open doors, you'll: • put in a good word to people who could help your mentees reach desired goals;

- personally introduce your mentees to appropriate contacts;

- make certain your mentees' abilities are noticed by others;

- give your mentees assignments or opportunities that enable them to interact with important colleagues, suppliers, or customers; and

- suggest other resources for your mentees to pursue.

You'll probably open doors for your mentees only when you believe they're ready to go through them. Since your reputation may be affected by your doing this, you'll first want to see your mentees as capable and trustworthy. Explain this process to your mentees as part of the development effort.

5.4.2 Role of mentor in Education:

Mentors can be found across different fields and professions. They could be an academic mentor, professional mentor, sports mentor, etc. Terms such as advisors, motivators, coaches, etc, are often used interchangeably for mentors. All these terms together are what makes a good mentor. Let's go through the fundamental role of a mentor in any field.

- To begin with the basics, the role of a mentor is to **understand your capabilities and interests.** They simply do not start with random instructions. They try to know what you are capable of and then guide you accordingly.

- A mentor simply doesn't tell you what to do or how to do something. They **break down the goal plan for you and guide you** with the advantages and drawbacks of actions to take for each step. They might tell you about their past mistakes for you to draw an analogy.

- A mentor serves as a **positive pillar** for the mentee. In situations gone astray or losses, they also push you to your best potential and suggest ways to come out of it.

- A mentor should not abstain from **constructive criticism**. Honest criticism or appraisal is essential for a successful and fruitful relationship between the mentor and the mentee.

- Another vital role of a mentor is to **respect the opinions and ideas** of their mentee. Holding a senior position doesn't mean there isn't any more room for learning. A good mentor will encourage such ideas and boost their mentee's confidence.

- A mentor also helps you develop a good attitude while dealing with people in different positions.

- Actively listening to the mentee is another crucial role of a mentor. This quality cannot be emphasized enough and must never be overlooked. Listening to someone and merely hearing are two very different concepts and a mentor must always be good at the former.

- A mentor must not hide his failures and always be open to feedback and doubts. These failures don't mean the mentor isn't good enough. On the contrary, it shows that the mentor has been able to overcome these obstacles and prove himself as a dynamic achiever.

5.5 LET US SUM UP

Mentoring has long been recognized as a powerful tool in career development. Early career psychologists are advised to find mentors, either informally on their own, or to participate in formal mentoring programs. Regardless of how a mentor and mentee are matched, etiquette and ethics demand that the relationship be conducted in a professional manner with consideration and respect for both individuals. Mentoring is a dynamic process and a developmental network of mentoring can help

mentees identify several mentors who can address a variety of career-related needs. Successful mentorships often evolve into friendships with both partners learning and providing support for the other.

5.7 UNIT END EXERCISE

1. Define mentoring.

2. Elucidate 3 principles of Mentoring.

3. How mentoring is essential for professional development?

4. Illustrate with example the importance of mentor in education.

5. Which models of mentoring you will use in a classroom?

6. Elucidate the role of a mentor in education.

7. Explain five skills of mentoring

5.8 REFERENCES

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6

FINANCE MANAGEMENT IN EDUCATION

Unit Structure

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6.0 OBJECTIVES

After reading this unit you will be able to:

- State the meaning of concept of Finance Management in Education.

- Define the term – Finance Management in Education.

- Explain the concept of Financial Planning.

- Analyze the objectives and need of Finance Planning.

- Define the terms- Budget and Budgeting

- State the Revenue Generation Strategies in Education.

- Define the concept- Cost Management.

- State the types of Costs of Education.

- Explain the concept of Cost Benefit Analysis, Cost Effective Analysis.

- Differentiate the Cost Benefit Analysis, Cost Effective Analysis.

6.1 INTRODUCTION

Finance is the Lifeblood of Education system. Without blood, body cannot function. Same way Finance and its management is a vital part of the Education System. It is hard to ignore this aspect because as much as it is concerned with our goals, product/outcomes as well as kind of career the finances drives all. Specific knowledge of financial management is need of time and success of any system.

The capital requirements will depend upon factors like cost of current and fixed assets, promotional expenses and long- range planning. Capital requirements have to be looked with both aspects: short- term and long-term requirements. Capital/funds raising can be done by choosing option of owned or borrowing capital in a manner that the cost of capital is minimum under capital structure. The capital structure is the composition of different types of capital, i.e., Owned Capital or borrowings, the relative

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kind and proportion of capital required in the organisation. This includes decisions of debt- equity ratio- both short-term, and long- term. But most of the educational institution may relied on grants, course fees, donations, charity, capitation fees, loans, etc. and Ministry Budget will also support for implementing educational policies.

Under Budget, Timeframe plan/ financial planning cycle will be operated according to the short term, medium term and long term need of funds i.e. for 5, 10, 20 years, etc. The effective and adequate financial and investment policies must set for the growth or expansion of educational programs but before applying these policies there is a need to have project analysis at different levels. Analysis of expenditure or cost spent as an investment in any project with the outcomes/benefits of the project, will be consider for the success or failure of the project. The cost effectiveness will also help to know the success of investment. The cost benefit analysis and cost effectiveness helps to check the success of the project. It also necessary to take right decision of investment.

A reasonable balance between outflow and inflow of funds helps to maintain stability. It also assures that there will be adequacy of fund for contingencies.

6.2 AN OVERVIEW

According to Oosthuizen (2003:213), financial management in education is the distribution and use of money for the purpose of providing educational services and producing learner achievement. Financial management in contemporary education management aims to:

- estimate the needs of local educational training;

- obtain finances in accordance with the estimated needs;

- administers the finances thus obtained in a legally correct manner.

In order to facilitate the above, Owen (2006:54) mentions that financial numeracy is a core skill for all managers. Most financial management skills involve the allocation of resources and the setting of targets, expectations and priorities. The core financial skills required by all managers allow them to successfully- set budgets, manage budgets and manage costs.

Financial planning is an important function of financial management. This function has to be performed whether the business is big or small. Similarly, a new as well as an existing business must perform this function very carefully because it is concerned with the procurement and effective utilization of funds. With the help of Financial Management Financial Planning will be set and accordingly Budget will be prepared.

A budget is, 'A quantitative expression of a plan for a defined period of time. It may include planned sales volumes and revenues, resource quantities, costs and expenses, assets, liabilities and cash flows.' while

Budgeting is the process of designing, implementing and operating budgets. It is the managerial process of budget planning and preparation, budgetary control and the related procedures. Budget tries to execute the financial plan to accomplish the organizational goals. To survive in the competition and in the society and grow need to have innovation and creative ideas/ plans and to make plan successful there is a need of large funds. Large fund can be possible through the variety of programmes or activities conducted to generate revenues. There are various strategies applied by each and every organization to generate revenue for the survival, growth and expansion of the organization.

Every product or service has cost. Cost is generated in terms of money. Spending of money is called expenditure. So, Cost and Expenditure are related concept. In educational institution need to spent money for production and distribution of educational services. Educational cost is paid by student at individual level, Institution also spends cost for infrastructure, staff, administration and other technologies, equipment, etc. Society also contribute for educational system, Government spend funds. Thus there are various costs of education. To bring effectiveness of cost need to analyses the fund as an investment gives good output or outcomes. At what ratio Educational cost or investment proves benefited. All need to analyses to know the effectiveness of cost or investment made under the Budget In all these Financial Management plays a vital role specially for Educational System which is now considering as an investment and this investment must give good return or outcomes in the way of productive manpower for the national growth.

6.3 FINANCE MANAGEMENT IN EDUCATION

6.3.1 Meaning of Financial Management (What is Financial Management?):

Financial management is defined by Pandey (1995) as that management activity which is concerned with the planning and controlling.

Financial management relates to strategic planning, organising, directing, and controlling of financial plan, programs or course of actions undertaken by an organisation or an institute. It can cover the all activities relating to allocation and utilisation of the funds in an optimistic manner. Management principles are also applicable in financial management of any institution or organization. Financial management also plays an important role in fiscal management. Financial management is done by the financial manager and his team/committee members. Financial management is essential to achieve the ultimate goals and objectives of the organizations,

6.3.2 The Objectives of Financial Management:

1. Maintaining enough flow of funds for the organization.

2. Helping in searching better sources of fund at the minimum cost.

3. Guiding for optimum and efficient utilization of funds.

4. Guiding on the strength and weaknesses of their organization accordingly financial planning can be done.

5. Generating new safe opportunities of investment for healthy growth.

6. Attempting to achieve good returns to the investors on their investment.

7. Assisting in framing of capital structure of the organization.

6.3.3 Functions of Financial Management:

The role of Financial management is varied in nature. It is based on the following aspects of Management:

- In financial planning and acquisition of funds, financial management helps institution as a guide.

- It organises funds effective manner as per the need of the organization.

- It provides guideline to the organisations during critical financial decisions;

- It helps organization to achieve the goals and better outcomes.

- It supports to improve quality, goodwill and the overall developments of an organization.

- It provides better strategies for economic stability of an organisation.

In Short, the financial management is generally relating to procurement, allocation and control of financial resources of an Organization / Institution.

6.3.4 Role of Financial Mangement in Education:

Financial Management of Educational System or Educational Institutions refers to that management activity that is concerned with decisions on how to procure funds, of an organization's financial resources, disburse resources for the implementation of educational programs.

Financial management help in raising of funds and ensuring that the funds so that it can be utilized in the most effective and efficient manner. Due to scarcity nature of resources the managers of educational institutions should ensure optimal utilization of those scarce funds.

Assist head of Institution by providing innovative techniques to keep a record of their stewardship in financial matters with intention for the benefit of the Management, Administrator and government who set Educational policies and courses for the different levels of studies.Regular inspection or verification of cash receipts and payments and safe guarding of cash balances.It is, also, the supervision of cash receipts and payments and safe guarding of cash balance.

6.3.5 Areas / Components of Performance of Financial Management in Education:

1. Procurement and raising of funds.

2. Allocation of financial resources for different educational institutions.

3. Optimum utilization of funds.

4. Supervision of cash receipts and payments with managing cash and debts.

5. Maintaining regular records and safeguarding of cash balance.

6. Developing dynamic Managerial structure.

7. Setting Forum, Boards, Committees, Councils, etc. for effective implementation of financial policies in education.

8. Developing Educational Programs, Payrolls and other Services with Teaching-Learning activities, etc. at Institutional, State and Central level for the sake of attainment goals of National Educational policy.

9. Budget making at Institutional, State and Central level.

10. Developing infrastructures, institutional set up and managing assets and structures of educational institutions.

11. Preparing financial reports

12. Setting Rules and Regulations

13. Generating effective financial system to manage budgeting and accounting to anticipate the needs of the educational plan/goals, time, place and availability of resources.

Thus every management attempts effectively to accomplish the set goals / destination, then how come financial management in Education can be an exceptional one. It is also contributing more dynamically to serve the society by rendering outcomes through trained-skilled human resource who will contribute in economic growth of a nation.

Financial Management in Education is contributed in setting of financial Planning, organizing, coordinating of financial Plan and evaluating the success / failure of implemented plans.

6.4 FINANCIAL PLANNING: OBJECTIVES AND NEED OF FINANCIAL PLANNING

6.4.1 What is Planning?:

When it is said that Management is sum of planning, organizing, controlling and coordinating functions, Planning is root or topmost function and without this no other function can be proceeded.

Planning is a key factor of management which helps to know in advance what the organization wants to achieve and how this goals/objectives can be achieved. It is the first point of a set management process.

6.4.2 Definitions of Planning:

- Planning involves all those managements activities which deal with setting the organizations goals/objectives and determining how these can be achieved (De Beer &Rossouw, 2005:10). In the context of this study it relates to the planning of financial matters of a school.

- According to Nel (2000:160), planning is the most important element of any activity andwithout it there will be no goals towards which the staff can work. Planning is thinkingahead and anybody who plans anything (also school finances) must ask questions suchas why, what, when, where, who and how. The answers to these questions will then determine the way forward.

6.4.3 Financial Planning (Meaning And Definitions):

Financial planning means, it is a consistent cycle of recognizing financial objectives, organizing those goals and planning for how to accomplish them. In fact, it is a step-by-step approach to meet the goals of an organisation. Financial Planning is the process of estimating the capital required. It is the process of framing financial policies in relation to procurement, investment and administration of funds of an enterprise. A newly established as well as an existing organisation must perform this function very carefully because it is concerned with the procurement and effective utilization of funds, so a carefully prepared financial plan will not only ensure the economical and sufficient procurement of funds but their proper utilization also.

The process begins at financial planning, many times in the form of cash flow and forecasting balance sheet.A carefully prepared financial plan will not only ensure the economical and sufficient procurement of funds but their proper utilization also which results in success of business.

According to Benjamin Franklin, "If you fail to plan, you are planning to fail." You may have several different financial goals you wish to achieve but to reach them at the right point in life; you need to have a financial plan in place at a very young age.

The above thought of Franklin on financial plan/planning is supplementary to the following definitions-

In accordance to Ekweueme P. "Finance is that art as well as science of managing money, its concerned with each process, market, organizations and instrument involved in transfer of cash among as well as in between government and business."

According to Walker and baughn "Financial planning pertains to the function of finance and includes the determination of the firms' financial objectives, financial policies and financial procedures."

In global economy, the effectiveness and efficiency of any organization or a company depend on a number of factors which may be classified like functions, communication, financial planning and control and management planning. There's need to have a proper understanding of the objectives of the company's financial planning otherwise it's difficult to identify goals and set achievable targets for your goals.

6.4.4 Objectives of Financial Planning:

Making estimation of total capital requirement:

The first step in financial planning is to determine the actual investment or capital required. The capital requirement basically done for the short-term and long-term purposes. Capital requirement depends on several factors like the requirement of current or fixed assets including advertisement and operation expenses. Estimation will be prepared as per the set goals of a system. It is also change as per diversion or expansion program introduced in the educational system. Growth/expansion includes any kind of new course/ program launched as per the market demand. i.e. introduction of IT or any vocational courses, Soft skilled/ Life skilled program, Degree/ Post degree Program, etc. So, financial planning help in estimation for such expansion of a system.

Deciding the availability and timing of sources of funds:

Determining the sources and timing of funds is very crucial. The required amount of funds should be available at the right time according to business needs. Financial planning helps in determining the right source of funds and its availability at the right time as per current requirements. While deciding the sources of raising funds, it is also need to ensure regularity of fund adequacy for routine conduct of programs, activities, etc. at different levels. Basically, timeframe plan/ financial planning cycle will be set according to the short term, medium term and long term need of funds i.e. for 5, 10, 20 years, etc.

Framing of capital structure:

A business's capital structure is considered the composition of total external or internal equity-debt ratio of capital. As per the need and present financial status, the organization set the capital structure i.e. how much to borrow, how much to have owned capital, etc. Financial planning

includes the decision on the debt to equity ratio and the kind of investment required both in the short and long term.But most of the educational institution may relied on grants, course fees, donations, charity, capitation fees, loans, etc. and Ministry Budget will also support for implementing educational policies.Financial Planning help to maintain the fund structure flexible in nature to anticipate changing need as per change in the short term as well as long term goals of an organisation/Department/ University/ Ministry level.

Maintaining balance between excess and shortage of funds:

The prime objectives of financial planning to prevent the system from raising unnecessary funds. Excess funds are just unnecessary engage of money which cannot generate any revenue for a system. Same way shortage of fund will also effect on completion of task/goal. So, balance between the excess and shortage of fund need to maintain for better outcomes/result. It ensures a reasonable balance between outflow and inflow of funds so that stability is maintained. It also assures that there will be adequacy of fund for contingencies.

Selecting best optional strategies for Risks/Uncertainties:

Financial planning detects the risks and issues related to the action plan set to achieve. After detecting the issues at the planning stage, the specific optional strategies are prepared to solve the detected issues. It helps to complete the task and saves the time, money and energy. As future is uncertain and risk is the other name of the business, so whenever there is a need of fund in any emergency or contingency, planning only help to procure and allot such fund to face the uncertainties.

Framing the objectives, policies, procedures, programs, budgets, Cost-benefit and Cost Effective Analysis, etc.

It helps in preparing the objectives, policies, procedures, programs, budgeting, Costing and Cost Benefit Analysis, etc. of a concern. This ensures effective and adequate financial and investment policies for the growth or expansion of educational programs. One of the objective of financial planning to help in making of policies towards cash control, lending, borrowings, etc. by ensuring sufficient liquidity of funds. A finance manager frame ensures that the scarce financial resources are maximally utilized in the best possible manner in order to get maximum returns on investment. It helps in preparing Budget at Institutional level or Departmental level or University level or Ministry level for the implementation of set educational policies in upcoming time.

6.4.5 Need of Financial Planning:

To avoid wastage and increase savings:

Financial planning needed for avoiding wastage and save money/fund for future purpose. It may be possible through getting insight view of incomes/gains and expenditures/losses. It is easy to detect loopholes and

cut down the unnecessary costspractically. This automatically increases savings of the system in the long run. Continuous planning helps to plan for the organizational expansion and growth.

To increase the goodwill and Image in the market:

A good financial planning helps to update and upgrade the quality of the product or career or skills of an institution. Through good advertisement and marketing any institution can build a better image in the society. For social awareness there is a need of good funding. Standard of work in the institution can be updated and upgraded only when fund provisions are make it available on right time. Modernisation, diversion and adopting new advance techniques in the teaching and learning process or other educational programmes can be possible only with the help of financial planning.

To be prepared for emergencies or contingencies:

Financial planning helps in creating a fund during contingencies, It assured about raising funds in case of any loss, contingencies aroused. The emergency fund can help topay for varied expenses on time. Without planning it is not possible to insight review and study what is need of today and tomorrow. All investment decisions can be possible with financial planning. As future is uncertain and risk is the other name of the business, so planning is needed to face the uncertainties.

To achieve the set goals and objectives of an organization:

The financial planning is needed not only to set the goals and objectives but to achieve them on time to time. It is not just about increasing the savings/investment and reducing expenses/costs but need to plan how, when, what and where need of financial plan. According to strengths and weaknesses all will be decided through the cost analysis, budgeting, forecasting, etc. With all arrangements /availability of funds new goals and objectives will be set and vice versa.

To generate wealth/long term investment:

To purchase plot, machinery, building, assets, furniture, etc. required lots of fund. This long term investmentis not short term goal but it need to plan from the beginning. Investment in others securities like shares, debentures bond, mutual funds, fixed deposits, etc. is only possible when the financial plan being continuously successful. All such investments are also important for the growth and expansion of any educational institution. Dream of generating such wealth/investments can be possible only through a good and effective financial planning as it requires lots of fund.

To conduct employee welfare programmes:

Manpower is the backbone of success of any institution. Human resource is very important factor of production. If we utilize such resource in an effective manner, then there will be better outcomes in such activity. So, cent percent contribution the staff should be satisfied/happy with the

work/job. They must get security of job, promotion, appreciation, compensation for additional work, insurance, gratuity, pension schemes, etc. in which institution they work. These all requires lots of funds with financial planning to make provisions for any employee welfare programs.

To conduct HRD programmes / Enrichment Programmes:

Educationalinstitution is a training centre of a child. Education is a demand of the society. To impart quality education or teaching-learning experiences, need to train staff. Training is essential due to changes occurred in ICT, Educational policies, Teaching-Learning Programs/Methodologies, Educational Technologies, etc. There is need conduct such training programmes for teachers' professional growth and other enrichment programmes for their skill, education, leisure time, etc. So, for all such workshops, seminars and sending for training requires funds which is possible through financial planning. It is expensive but need of a time.

To manage for Capital payment and Revenue payment:

Every year, organization has to manage for Capital payments like Amount paid for the purchase of Assets, redemption of share capital and debentures, repayment of long drawing by the proprietor, premium paid on the purchase of Assets and payments for Goodwill etc. Also has to manage for Revenue payment like payments of salary, wages, cash purchases, payment to creditors, bills payable, compensation for breach of contract for the supply of goods, payment of interest on the bank loan and GS, etc. Such all the payments can be possible through sufficient funds. For procurement and allotment of funds need financial planning.

To implement the right plan and monitor effectiveness of financial plan regularly:

The financial planning process does not end once you invest your money. It need to monitor how the funds are performing regularly. If there are no positive outcomes, there is a need to replace them with better performing funds. For instance, financial priorities may change after changes in technologies, Methodologies, etc. Financial planning needed to check the effectiveness of the plan by achieving goals of the organization or not accordingly modification will be made in the plan to achieve the major goals.

To help in External Audits and Review:

Some of the organizations have always been legislatively forced to need audits prepared every year, others have a concerns for performing external reviews and external audits. Provided costs are an issue in some of the institution, then maybe they can choose to go for external audit at least once in three years. Thus proper financial plan helps to review income and expenses, cut the cost and to save for future deal in the long run.

To help in preparing the objectives, policies, procedures, programs, budgeting, Costing and Cost Benefit Analysis, etc. of a concern:

A finance manager frame ensures that the scarce financial resources are maximally utilized in the best possible manner in order to get maximum returns on investment". It helps in preparing effective policy, Program, Budgets, Cost Benefit Analysis, etc. and then evaluate through audit, review of reports, etc. to check the effectiveness of the plan.

6.4.6 Conclusion:

Benjamin Franklin has rightly said, "If you fail to plan, you are planning to fail." You may have several different financial goals you wish to achieve but to reach them at the right point in life; you need to have a financial plan in place at a very young age.

After putting the time-frame for financial plans. This financial planning should track and check that plan is working as it has designed or not through its implementation and control to know the set objectives are achieved and if then at what level.

Check Your Progress 1:

1. What is Financial Management?

2. What is Financial Planning?

3. Briefly explain the Objectives and need for financial Planning.

6.5 CONCEPT OF BUDGET AND BUDGETING, REVENUE GENERATION STRATEGIES IN EDUCATION

6.5.1 Budget: Concept:

According to Oxford and Cambridge Dictionaries:

The word budget comes from the Old French word **bougette** meaning "small leather purse", which in turn is a diminutive of the Gaulishbouge for "leather pouch, purse".

The common usage of the word "budget" refers to a financial plan by an individual or an organization based on their projected income and expenses. By extension, it also is used in the sense of the amount that individual or organization has available to spend.

A financial statement in which a government recorded how much money it plans to spend on particular things in the next year and how it will be arranged. To plan carefully how much money to spend on something is consider as budget.

A budget is the sum of finances allocated for a particular purpose and the summary of intended expenditures along with proposals for how to meet

them. It may include a budget surplus, providing money for use at a future time, or a deficit in which expenses exceed income.

Corporate Budget:

The budget of a company is often compiled annually, but may not be a finished budget, usually requiring considerable effort, is a plan for the short-term future, typically allows hundreds or even thousands of people in various departments (operations, human resources, IT, etc.) to list their expected revenues and expenses in the final budget. In other way, the budget of a government is a summary or plan of the intended revenues and expenditures of that government. There are three types of government budget = the operating or current budget, the capital or investment budget, and the cash or cash flow budget.

Cash flow/cash budget:

A prediction of future cash receipts and expenditures for a particular time period. It usually covers a period in the short-term future. The cash flow budget helps the business to determine when income will be sufficient to cover expenses and when the company will need to seek outside financing.

6.5.2 Budgeting: Concept (Meaning, Definitions):

Budgeting is a systematic approach, that predicts revenues and expenditures of an individual, family, group, business entity, or government. A realistic report helps businesses trace their financial performance. This is crucial for decision-making.

Budgeting can involve making a comprehensive list of expenditures or focusing on a few categories. Some people prefer to write their budget out by hand, while others use a spreadsheet or budgeting app. There's no correct way to budget — what works for one person might not work for another.

Budgeting is the managerial process of designing, implementing and operating budgets. Budgeting is the highest level of accounting in terms of future which indicates a definite course of action and not merely reporting but controlling through the timely feedback.

They are classified into personal, corporate, government, static, flexible, master, operating, cash, financial, and labor subtypes.Incremental, zero-based, activity-based, participative, negotiated, and value proposition, etc. the another different methods of budgeting.

6.5.3 Budgeting and Forecasting:

Forecasting is a process of predicting the future state of world, in connection with those aspects of the world which are relevant to and likely to effect on future activities.

Any organized business cannot avoid anticipating or calculating future conditions and trends for the framing of its future policy and decision.

Forecasting is concerned with probable events whereas budgeting relates to planned events. Budgeting should be preceded by forecasting, but forecasting may be done for purpose other than budgeting.

Thus, in forecasting an estimate of what is likely to happen is made whereas budgeting is the process of stating policy and programme to be followed in future. Further, forecasting does not implicate any sense of control while budgeting is a tool of control since it workout actions which will bring in practice according to desire so that it can be relevant to the future situation but may or may not exist.

6.5.4 Purpose and Objectives of Budgeting:

The overall purpose of budgeting is to set plan for different business operational phases to coordinate activities of different departments of the organsation and attempts to bring control over it. To achieve the purpose, a budget could be attaining the following objectives:

1. To anticipate the firm's future financial condition and future need for funds to be required in the business with a view to keep the firm solvent.

2. To decide the capital structure as per the available sources of funds at the least cost.

3. To predict the firm's future sales, production cost and other expenses in order to earn desired amount of income and minimise the business losses.

4. To support for the efficiency development of various departments, divisions,centres of the organisation.

5. To build coordination among the different departments of the institution toward the common objectives

6. To have control on the efficiency of organisations relating to cash, stock, sales/outcomes, results, etc.

7. To decides the duties of the departmental heads.

8. To ensure centralised control over the institution through the budgetary system.

6.5.5 The Budgeting Process:

(Reference to Article published on Wallstreetmojo.com on budgeting)

The budgeting process usually starts with the receipt of top management's forecasts and marketing project objectivesto the heads/ Jr. executives for the coming year, along-with the schedule for budgets completion.

A firm's activities process is dependent on sales of goods or services, etc. The preparation of a sales estimate necessitates an assessment of the current market situation as well as projections of what the market position

(considering internal and external elements) will be in the following period for which the budget is recommended and ascertained.

The marketing manager's sales forecast is then presented to the budget committee for discussion. The budget committee, where top management, carefully evaluates the projection in light of historical results and future forecasts proposed by economists and statisticians, and, if required, suggests revisions to the estimate or requests a thorough restudy and revision.

The President of the organisation approves the sales projection, which then becomes the organization's sales budget, based on the budget committee's proposal. The budget for sales is matched by a budget for selling and distribution costs. The net sales revenue projected in the coming year is calculated by adding the two budgets together.

The firm's Production Budget is created after the sales budget, as well as the selling and distribution cost budget. The production budget is based on production predictions that are created after taking into account the sales budget, the maximum and minimum completed goods stock to be maintained, plant capacity, and the availability of various production elements.

The production budget (expressed in quantities to be produced) can be turned into a Production Cost Budget once the planned production for the budget period has been determined. Materials Cost Budget, Labor Cost Budget, and Overheads Budgets make up the Production Cost Budget.

The materials cost budget indicates the anticipated cost of materials needed for projected production and sales of goods and services. The cost of materials is calculated using the quantity to be utilised and the rate per unit. The production department is in charge of determining the required quantities, while the purchasing department is in charge of determining the rate.

The Labour Cost Budget forecasts the direct labor costs that will be incurred in carrying out the intended production. In order to prepare this budget, first to know how long it takes to complete one unit of labor and how much need to pay for it.

Overheads A budget is a list of expected overheads (both fixed and variable) that have to pay during the budget period. This budget is created using overhead projections from all the departments of the organization.

Once substances value price range, labour value price range and overheads price range are prepared, a complete manufacturing value price range may be drawn. This price range is commonly provided withinside the shape of a value sheet.

In order to gain aggressive face over its competitors on sustainable basis, then an enterprise must increase new merchandise or new tactics for

generating present merchandise at minimal value. Thus, the enterprise has to incur expenditure on studies and improvement effort.

The Research and Development Budget is drawn up into two parts:

(i) Fixed or constant expenses necessary to maintain research and development work at the irreducible level; and

(ii) Costs to be incurred on completing the projects in hand or on those to be taken up. It is the management to decide which new projects are to be taken up and whether any of the existing projects in hand is to be given up.

Capital Budget is prepared to estimate receipts and payments on capital account as opposed to revenue account. Following the decision of the management about the capital expenditure to be made during the budget period, capital budget is drawn up to show month-wise receipts and payments on capital account.

A Cash Budget showing expected receipts and payments on revenue account is prepared separately.

Once separate budgets for sales, production finance and other activities have been prepared and finalised and the targeted sales, cost of sales, expenses are determined, the targeted profit and loss account and balance sheet can be drawn.

These statements together are known as Master Budget.

The budget process is shown in figure 1 Budgeting process framework
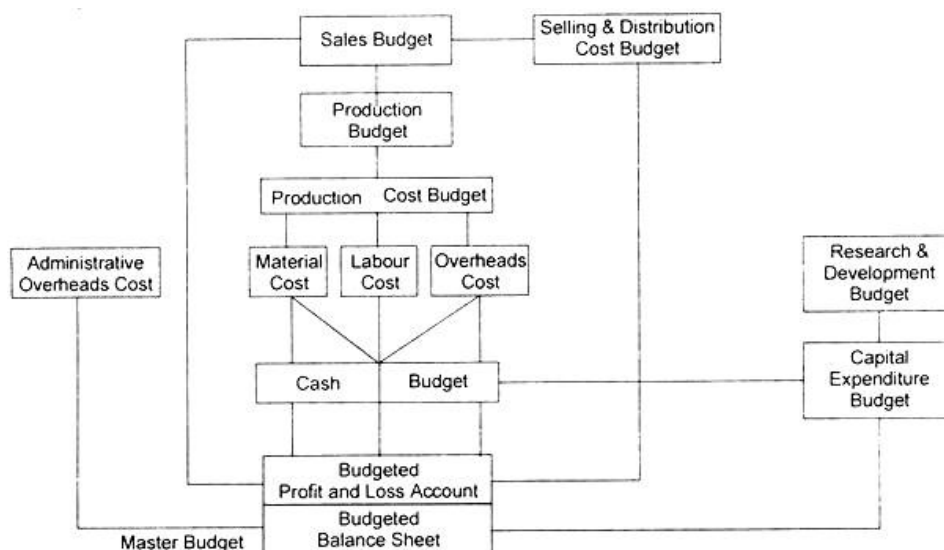
Figure 1. Budgeting process framework

6.5.6 Fundamental Principles of Budgeting:

When budget is considering as an effective technique of managerial decision making, certain principles need to be followed.

These principles are:

1. Support of Management:

For Successful implementation of the budget there is need of full support, guidance and cooperation of top level managementis essential to get cent percent outcomes.

2. Participation of Employees:

At all levels of management should participate in setting targets, preparing and implementing the budget with the cooperation of junior staff/employees definitely make them carefully think about the forthcoming period development and prepare budget accordingly, but same time motivate them to put efforts to achieve budget levels.

3. Statement of Organizational Goal:

There should be clarity in statement of organisational goal. Goals should be set within the framework of organisational objectives, policies and strategies.

4. Responsibility consideration:

Every staff is given some responsibility towards the managerial tasks. Outcomes or results will be checked throughperformance appraisal. Responsibility reports often contain completion of task of budget to actual comparisons.

5. Organizational Structure:

There should be a need to set the Structure of an organisation and allotment of authority. Everyone should be aware of the Role and responsibilities of Budget Committee and its President in the organization.

6. Flexibility:

During the implementation of Budget some changes required to introduced, then assumptions will be set in that particular year, so budget will be restated.

7. Results Communication:

Proper communications systems should be established for management reporting and information service so that received information/data can be presented to the concerned manager timely. Remedial action will be taken accordingly and communicated top to the bottom and vice versa.

8. Sound Accounting System:

A good accounting system must be developed which help to generate precise, accurate, reliable and prompt information.

6.5.7 Revenue Generation Strategies in Education:

What is Revenue Generation? / Concept of Revenue Generation (Including Definitions):

The term Revenue Generation also refers to the process of creating an income through the production of goods and services. For an individual, generating revenue means doing things that will eventually lead to the creation of income to the person like work on a job, make investments, or start a business.

In business, revenue generation means that a company takes active steps and measures to generate income by selling its goods and services.

According to Investopedia, Revenue is defined as:Revenue is the money generated from normal business operations, calculated as the average sales price times the number of units sold.

Revenue generation means the process of taking steps and actions to create an income, generate revenues, and bring in cash. Revenue generation in business is one of the most important functions allowing the institution to plan income and sales targets and take the necessary steps to achieve such targets.

6.5.8 Revenue Generation Strategies: Meaning and Definition:

Hofer and Schedal (1978), described strategy as a game plan through which aims and objectives of an organization is achieved. They also defined strategy of revenue generation as the fundamental pattern ofpresent and planned resource department, and environmental interaction that indicate how the organization will achieve its aims and objectives.

However, for effective revenue generation, Hofer and Schedal (1978), suggested the following strategies:

I.   Introduction of additional sources of revenue.

II. Providing an incentive for extra efforts of the revenue generation staffs.

III. Periodic raiding by officer of the revenue generation.

IV. Efficient and effective collection of existing taxes.

V.   Public enlightens and campaign that will educate the tax payer on the importance of prompt payment.

6.5.9 Revenue Generation Strategies/Tactics:

Different tactics exist, according to each business i.e. Profit making or Non-profit Making. These tactics will be applied for all department not only sales or marketing. Indeed, to be competitive, to stand up from your competitors.

Some examples of tactics:

- generating more prospects

- increasing your conversion rate (through website, live chat, promotion, etc.)

- developing an ideal customer profile

- implementing best practices to guide the implementation of your revenue strategy

- increasing the average price per sale

- generating more leads

- planning to increase the conversion of leads to customers

- Identifying the ideal customer profile

- Finding ways to reduce cost of production and overhead costs

- Finding ways to increase sales

- Looking at opportunities to upsell or cross-sell to customers

- planning to launching new products and services

- Considering entry into new markets

- Considering acquisitions and M&A

As the rule of the identity is "jo dikhtahaibiktahai", it does not mean only highlighting the product or service by advertisement but also to show work, result, quality, reliability, loyalty and utility of your product or service.

Till organization does not apply tactics, it cannot generate revenue which is essential for the growth and expansion business of the orgnisation.

SIX WAYS UNIVERSITIES CAN INCREASE/GENERATE THEIR REVENUE STREAM

(AN ARTICLE BY GARETH HILL, 18TH MARCH, 2021):

The Pandemic period have been tough for the higher education sector as a whole. A fluctuating economy has put traditional revenue streams and external funding which was at risk. In addition, high fees, changing in the lifestyle of students and, more recently, the global pandemic has also led to the potential risk of reduced student numbers; adding to the uncertainty and pressure.

It means a growing necessity for innovation and creative ways to better utilise expertise and resources. In this article, author suggests:

The following **six** ways that these can provide opportunities for Higher Education / Universities to generate new, growing and sustainable revenue streams for better future.

Professional Training:

Professional training courses offered to the general public, private sector or industry bodies. Skills training, Continual Professional Development (CPD) and sector specific learning is a growing and potentially lucrative sector and universities have the knowledge and the facilities to offer these services, as long as they have the right tools such as course booking and management systems in place.

Commercial Services:

Creating the link between faculty expertise and the private sector, through schemes such as Knowledge Transfer Partnerships (KTP) and consultative services. A dedicated department that's focused on business development and finding new commercial opportunities and partnerships that can yield long-term sustainable income.

Conferencing & Events:

It may have commonly used by the pandemic, but these will be services required again in the future. To maximise the revenue opportunities, educational institutions will need to be able to actively promote and then create an efficient user experience for staff and visitors, from sign-up to event management.

Non-Term Accommodation Rental:

With universities having to invest in quality accommodation to remain competitive with new students, it creates an opportunity to utilise these rooms when the students are not there. Getting occupancy into these rooms in the off-term can be an effective utilisation of space and resources; whether for tourism, linking up with local events in the area or overnight business stays.

Rental of Meeting Rooms and Facilities:

In a similar vein, universities will have many hundreds of different rooms, halls and similar facilities that spend a significant proportion of their time empty. Are they able to become additional revenue generators by offering them up to the public for hire? With more and more businesses moving away from fixed office space, the need for temporary and flexible meeting space is likely to grow in the coming years.

Sports, Camps and Activities:

From 3G football, rugby and hockey pitches, to gym space, tennis courts and other sporting facilities, making it easy to managing bookings to the public when not in use academically can offer further opportunities, utilising the resources a university will already have. Furthermore, with

parents always on the lookout for activities for their kids in school holidays, a university campus seems to be a perfect space to run camps, classes and activities while the students aren't around.

Universities have natural resources that can and should be able to generate a sustained level of revenue via commercial avenues. The talented minds to be able to innovate, create and turn these into commercially viable outlets will undoubtedly exist among university staff up and down the land. However, to make it a success, there needs to be the will to actually do it, and an investment in the tools to make each initiative a success.

"**8 WAYS UNIVERSITIES CAN GENERATE ALTERNATIVE REVENUE" BY DIFFERENT AUTHORS ON THE TEMPLATE.NET WEBSITE BLOG (**Https://Www.Template.Net/Blog/University/University-Revenue Alternatives/**) ARE EXPLAINED BELOW:**

Aside from providing the best quality education and improving university ranking, university administrators also focus on generating revenue for their institution. However, tuition fees alone aren't enough to have consistent revenue. So, what they do is to look for alternative means to generate revenue. There are some alternative means and how they help boost the revenue of universities.

Being Open to Partnership Opportunities:

Public-private university partnership opportunities open countless benefits for higher education institutions. One good example is partnering with bookstores and other businesses offering educational materials. Some universities struggle to make room in their budget for educational materials. The students' purchase of the partnering business's educational materials will give them revenue, and a certain percentage or estimate of that revenue will go to the university's pocket.

Taking Advantage of Local Industries:

Local industries such as film, sports, and corporate companies are entities that universities can approach to help boost their revenue. Some universities offer their activity centers and facilities as a venue for TV commercials, movie sets, reality TV shows, and sports matches. That approach is a sure way to earn revenue. Local industries are willing to pay big to make use of on-campus venues for their activities and events.

Offering Corporate Training Programs:

Higher education institutions such as Harvard University have been offering corporate training programs for professionals and company executives. Those kinds of higher education coursework are expensive, and the high profile students under such programs are fully capable of paying them on time. That said, universities offering corporate training programs will likely enjoy a steady inward flow of revenue.

Focusing on Retention:

Some university administrators look no further than their students in optimizing their revenue. In order to keep earning revenue from their students, university administrators must also focus on formulating strategies to retain students, keeping them from dropping off or transferring to other universities.

Establishing an Open and Diverse Culture:

Establishing an open and diverse culture may not be a direct alternative means of generating revenue, but doing so certainly is effective. In that case, more students will be interested to enrol and pursue their desired profession. More students mean more revenue for a university. Other than that, a university that has diversity has more potential to gain partners, both in the private and public sectors, that can help them optimize their revenue rate.

Focusing on Auxiliary Services:

Universities are required to provide an extensive checklist of auxiliary services to their students, especially to those who are from other towns, cities, and states. Probably next to student tuition and fees, quality food choices are products that most students are willing to purchase despite a higher price. Other than that, university administrators can also invite outside food businesses to rent a space on-campus and sell their consumable products to students.

Selling Merchandise:

Many types of businesses from various industries sell merchandise secondarily aside from their main products. Universities, for one, also sell merchandise to boost their revenue. Merchandise such as t-shirts, jackets, hoodies, caps, notebooks, pens, etc. are excellent examples. Any product that showcases the brand and school spirit of a university have high marketability, especially to its students, alumni, and other people who may be fans of its varsity sports teams. Universities can sell their merchandise on campus, retail stores, and online stores, depending on their preference.

Having a Social Media Presence:

Countless advanced data analytics had shown that having a presence in social media is effective in marketing and increasing sales for a business. Due to that, universities have their own social media page/account on Facebook, Twitter, Instagram, etc. One great approach for universities to earn revenue in social media is by having their own You tube channel. On You tube, they can publish videos regarding educational topics that are interesting for general viewers. Their channel can garner millions of subscribers in that way.

Universities are large institutions no doubt. When it comes to operating and running large institutions, loads of financial resources are involved in the process. For that reason, university administrators will always look for

other sources for revenue. Along the way in looking for alternatives, they're also improving the quality of their educational services and student welfare procedures. Plus, in doing so, they get to earn a steady footing in the community.

MR. RICK SHERIDAN FOCUSED ON SOME NEW STRATEGIES OF REVENUE GENERATIONS THROUGH ARTICLE PUBLISHED IN JOURNAL-UNIVERSITY BUSINESS, IN OCTOBER, 2011 AS BELLOWS:

- Custom publishing of textbooks,
- Selling intellectual property
- Do research for local business
- Sell faculty consultation services
- Internet business
- Partner with a discount card company
- Specialized classes
- International student summer programs

Cost Savings Options:

- Close unused parts of the campus
- Use temperature control devices:
- Use room lighting control devices
- Use daylight instead of electricity
- Waste managementhe place.
- Solar panels on rooftops
- Save water
- Use purchasing cards
- Reduce the academic overlap between areas

Cost Sharing Options:

- Reduce printing costs
- Join or create collective buying groups
- Charge for expenses related to sponsored research activity
- Utility sharing
- Software capacity

Unused Building and Equipment Rental:

- Rent out the football or basketball stadium for community events such as concerts, swap meets, etc.

- Rent out alumni center space

- Facility rentals

- Lease roof space for cellular tower antennae

Miscellaneous Ideas:

- Identify your brand

- Use a database to track deferred maintenance

- Offer a second chance to qualified students

- Allow faculty to supplement their own salaries

- Generate more cost-savings ideas

Fundraising:

- Employ "personalized" telemarketing

- Endow classrooms and buildings and even individual courses

- Surplus sell or auction off

- Host an interesting event

6.5.10 Conclusion:

The common usage of the word "budget" refers to a financial plan by an individual or an organization based on their projected income and expenses. By extension, it also is used in the sense of the amount that individual or organization has available to spend.Budgeting is the managerial process of designing, implementing and operating budgets. There are various purposes, processes and principles regarding to the Budgeting which need to consider during organizational budgeting specially schools/ universities. Every Budget is requiring to accomplish the objectives and conduct the activities/projects smoothly. But for growth/expansion, there is a need of fund/revenue that need to be generated. Revenue generation means the process of taking steps and actions to create an income, generate revenues, and bring in cash. Every organization can adopt different Revenue Generation Strategies which help to achieve the milestone set by organization within specific time. These Strategies help as self-fund raising tools which make organization confident and successful in accomplishment of set goal.

Check Your Progress -2:

1. What is the objectives Budgeting?

2. What are the different Revenue Generation Strategies?

6.6 COST MANAGEMENT: MEANING AND TYPES OF COSTS, COST BENEFIT ANALYSIS, COST EFFECTIVE ANALYSIS

6.6.1 Cost Management: Concept, Meaning:

Cost Management is the process of planning, implementing and controlling the costs associated with running of any activity. It includes collection, application, analysis and reporting cost information to more effectively budget, forecast and monitor costs.

According to Gartner Glossary:

Cost management is the process of planning and controlling the costs associated with running a business. It includes collecting, analyzing and reporting cost information to more effectively budget, forecast and monitor costs. Cost management practices can be applied to specific projects or to the company's overall operating model. Cost management typically focuses on generating savings and maximizing profits in the longer term.

What is Cost Management?:

(As per Article of accountingtools.com, Cost Management is ..)

Cost management is the control of actual or forecasted costs incurred by a business. It is essential for a company to employ proper cost management, or else it will have difficulty consistently generating a profit.

6.6.2 Process of Cost Management (Steps Involve in The Process of Cost Management):

Step 1- Collect Cost Information:

This information typically comes from the general ledger for actual costs, but the information can also be ascertaining through an activity-based costing system applied in a system.

Step 2- Review for Cost Reduction Opportunities:

This step can include the segregation of costs into fixed, variable, and mixed costs, reviewing costs on a trend line, analyzing the impact on bottleneck operations, and comparing costs to those of benchmark companies.

Step 3- Report Results:

Report the results of the analysis to management, with recommended actions.

Step 4- Install Controls:

Set up controls to ensure that changes imposed by management are adhered to in the manner intended.

Step 5- Monitor Changes:

Monitor any changes imposed by management as a result of this analysis, to see how the alterations have modified the cost profile of the business.

(ARTICLE on Cost Management August 1987, in PM Network Journal

By Georgas, P. C. | Vallance, G. V.)

Cost Management is one of the primary functions of Project Managers. When integrated with the scope/quality of the project and time management, these three functions form the core of Project Management. The cost management function maintains its important focus at every stage throughout the life cycle of a project. In listing the reasons for the success of a project, the management of cost is the most important as all project aspects affect this function. What counts for the owner is the "bottom line"?

6.6.3 Cost: Concepts:

Relationship between 'expenditure' and 'cost'.

Both are not the same.

The term cost and expenditure are used interchangeably, but most of the time, we use the term 'cost' and refer to cost per student pertaining to a particular level (primary, secondary, higher secondary or university). Similarly, cost per student to the state for a particular course or level is calculated. From the point of view of the individual, cost of acquiring education does include expenditure on books and stationery, school fees, travel cost and in case of students making use of hostels, it will also include rent of hostel accommodation, mess charges, etc.

In an educational enterprise, we have to measure the cost incurred by the supplier of education and by the consumer of education separately. This necessitates a re-consideration of cost in economics so that it can suitably be applied to education, in fact, when we try to apply the concept of cost to education, difficulties arise due to the production of education is not materialistic and it is considering as 'Public 'service' inherent nature of the activity of education. These difficulties are: the definition of 'production' resulting from education; the identification of the 'economic transactors' connected with education; and the fact that education has the character of a 'public service'.

The cost of an educational plan or innovation is often expressed in terms of its total cost to indicate the value of the total resources devoted to it. Unit cost is cost per educational unit, e.g., cost per student, cost per school, cost per teacher, etc. Cost per student may imply:

a)   cost per student enrolled:

b)   cost per student actually attending school; or

c)   cost per student successfullycompleting a given course.

Educational costs may be divided into three categories: those related to the students; those related to the teachers; and those related to buildings and equipment. In a normal growing state, a composite unit including all three could be adopted. Unit costs are likely to rise due to changes in the price level, increase in learner population, rise in the educational standards, demand for education as well as the pressure for raising the level of school-going age. It is essential to break up the expenditure on education, both by the government and private institutions, into different components like recurring expenditure and capital expenditure. Recurring expenditure (or cost) as the name suggests takes place regularly at certain intervals. Capital expenditure or costs, on the other hand, are one time investments.

6.6.4 Types of Costs:

The Unit Cost of Education:

The unit cost of education is cost per unit. The unit cost is generally calculated perstudent enrolled. But it may be calculated per graduated student, per-course, and perinstitution. It is arrived by dividing the total costs of education by the total number of students.

The Total Cost of education:

The total costs of education are the sum total of all the expenditures incurred by the students-parents and that incurred by the institutions/government/society. It takes in account all expenditures incurred towards salaries of teaching and non-teaching staff, amortized cost of buildings, equipment, and other materials of an educational institution; household cost of students on books, stationery, living in hostels, and cost of foregone earnings.

The Current cost:

The current costs include those expenditures which are incurred on current /regulatory based activities, such as payment of salaries of teachers and non-teaching staff; depreciation of buildings, equipment etc. If the expenditures should not be classified under the head of the current costs unless the part or all of such expenditures are used up during the current year.

The Capital cost:

On the other hand, consists of outlays incurred for future. The capital costs includeexpenditures incurred for developments of the infrastructures, construction of new buildings for classrooms, hostels, school-offices, laboratories, purchase of equipment, etc. If the use is extended beyond the current year, the relevant outlays should be considered as the capital costs.

The Direct Cost:

The direct cost of education consists of expenditures explicitly incurred by the students or their families and the educational institutions for education. The students and their families incurs expenditures on account of tuition

fees, books, additional costs of hostel, boarding, school uniforms/clothing, transportation to and from school, etc. The educational institutions incur explicit expenditures'on salaries of teaching and non-teaching staff, library books, capital outlay, equipment and chemicals for the laboratories. These and any other explicit expenditures on education are included in the direct costs of education.

The Indirect Cost:

The Indirect costs are often called as the opportunity costs of education. The indirect costs are also called as the Imputed cost. Unlike the direct costs, the indirect costs of education are implicit rather than explicit. The indirect cost of education consists of the costs of earnings forgone by the students. The students, instead of enrolling and attending school/college, could have taken-up a job and made some income. By attending the school, the student foregoes the income that he may have otherwise earned.

The Private Cost:

The private cost includes all expenditure incurred by the students-parents to meet

(a) the tuition costs,

(b) the non-tuition costs, and

(c) earnings forgone.

While estimating the tuition costs paid by the students, normally we deduct from the fees paid financial aids, scholarships, etc. received by a student. In other words, only the net tuition costs are included in the private cost of education. In the non-tuition private costs, we include items such as books, stationery, equipments, cost of maintenance of students (lodging and boarding), and transport.

The Social Cost:

The Social cost of education is sum total of the private and the institutional cost of education. The private cost consists of net tuition costs, non-tuition costs. The institutional costs consists of both the current or operating cost and the capital costs of education borne by the schools, or society.The opportunity cost or income foregone is not included in the computation of the total social costs of education to the whole society.

The Variable costs:

Whatever the production level, a firm always bears certain footed expenses viz., rent of premises occupied, maximum staff salary requirement, etc. and certain variable expenses which depend on the production level or, in other words, which vary according to the number of units produced. The variable cost includes school books, teaching staff salaries, etc.

The Fixed Cost:

For all practical purposes, expenditure on permanent staff salaries (both teaching and nonteaching) for permanent staff can be treated as fixed cost.In the case of a teaching establishment like a school or a university, the fixed expenses include, for example, the capital cost of the building, the equipment and harnessing or their corresponding annual rents, etc.

The Normative Cost:

Normative costs are generally laid down by the respective public authorities like the Central or State Government or local bodies. There are Cost in Education norms with regard to, for example, salaries. Salary scales of teachers, the number of students per teacher, total amount of money to be spent per teacher, etc. are planned on expected lines. But these norms may not necessarily match the cost or expenditure actually incurred.

The Actual costs:

Very often, it so happens that positive or actual costs prevalent for each level and type of education are different from the normative or expected or planned costs. The Actual cost is spent at actual level and as per norms. As per the social need time it can be occurred.

The Opportunity cost:

The cost of an alternative that must be forgone in order to pursue a certain action. Put another way the benefits you could have received by taking an alternative action.

Opportunity cost refers to what you have to give up to buy what you want in terms of other goods or services. When economists use the word "cost," we usually mean opportunity cost.

When economists refer to the "opportunity cost" of a resource, they mean the value of the next-highest-valued alternative use of that resource

The next-best alternative use for these resources:

Eg: A PTA tells a head-teacher it has some money for the purchase of microscopes. The head accepts with gratitude, although feeling that a higher priority would be to expand the basic equipment in one of the laboratories.

The Prime Cost:

Costs between resources related to a school's prime educational function and those relating to its subsidiary administrative, transport and catering functions.

The Subsidiary cost:

The division of total school costs into such categories, with percentages for each, is important.

It makes it possible to monitor the percentage over years and see if the proportionate and actual expenditure on the subsidiary categories is shrinking or rising.

6.6.5 Benefits of Education:

It is the value addition and technical upgradation of human resource so that it can foster the national productivity, growth and development.

Quantitative Benefits:

It can be expressed in terms of number of students educated and declared successful in the examination during the year of their education. It is necessary to make to students learn so as to succeeded in the examination and secure the pass certificate.

Qualitative Benefits:

It can be expressed in terms of 'Value Added' by the educational process. This is done by equipping the students with knowledge, skills, attitudes and social and behavioral norms. For this purpose, it is seen whether the aim of education have been fulfilled or not.

6.6.6 Cost-Benefit Analysis:

The process of weighing the total expected costs vs. the total expected benefits of one or more actions in order to choose the most profitable option

Cost / benefit analysis: Concept, Meaning and Definitions:

The Corps of Engineers initiated the use of CBA in the US, after the Federal Navigation Act of 1936 mandated cost–benefit analysis for proposed federal-waterway infrastructure. The Flood Control Act of 1939 was instrumental in establishing CBA as federal policy, requiring that "the benefits to whomever they accrue [be] in excess of the estimated costs."

The term 'Cost benefit analysis' is a systematic comparison of the magnitude of the cost and benefits of some form of investment in order to achieve the economic profitability. Cost Benefit analysis is the process where the rate of return analysis on the cost invested in present.

Cost-Benefit has its origins in the water development projects of the U.S. Army Corps of Engineers. The Corps of Engineers had its origins in the French Engineers hired by George Washington in the American Revolution. Under these projects may kind of investments were made and analysed time to time and benefit or rate of return was analysed comparatively. Further, Academic economist discovered that The Corps had developed a system for the economic analysis of public investments.

Economists have influenced and improved the Corps methods since then and /cost benefit analysis has been adapted in most of the public decision making projects.

It is a technique that is used to determine options that provide the best approach for the adoption and practice in terms of benefits in labour, time and cost savings etc. (David, Ngulube and Dube, 2013).

The Cost Benefit Analysis is also defined as a systematic process for calculating and comparing benefits and costs of a project, decision or government policy relates to its present investments.

Mostly all sort of investments is nothing but a sacrifice of the present consumption in order to secure future benefits/returns in the way of better output or income. Cost-benefit analysis provides a means of appraising these future benefits in the light of the costs that decided to utilise at present. The purpose of such analysis is to provide a measure of the expected yield of the investment, as a guide to the rational allocation of resources.

The importance of such an analysis can be understood from its underlying assumptions given as follows:

1. Resources are scarce;

2. These scarce resources can be used for alternative purposes;

3. Decision makers want to use them in a rational way, i.e.,

4. Where they provide the maximum benefit; and

5. Their costs and benefits can be measured.

To the extent that these assumptions are not valid in any particular case, cost-benefit analysis will have its limitations. However, in practice, what we are taking into consideration is only a part of the costs and benefits involved. For instance, when a child goes to school, both the child and the parents have to spend a lot of time in effecting his/her education. Besides the time devoted to this which involves cost, certain other preparations like personality development, personal and social adjustment of the child also involve cost. The types of costs involved are intangible in value and cannot be measured in terms of money. Similarly, in the case of benefits, there could be certain non-pecuniary and intangible benefits accruing to both the individuals as well to society, viz. improved communication, social mobility, the pleasure of acquiring further knowledge, improved social adjustment, etc.

Therefore, in cost-benefit analysis, we take into account that part of cost and benefit which can be measured in terms of money. As you know, investment is made at the present to reap some benefits in thefuture. And investment is viable when benefit exceeds cost.

A generic cost–benefit analysis process has the following steps:

Define the goals and objectives of the action.

List alternative actions.

List stakeholders

Select measurement(s) and measure all cost and benefit elements.

Predict outcome of costs and benefits over the relevant time period.

Convert all costs and benefits into a common currency.

Apply discount rate.

Calculate the net present value of actions under consideration.

Perform sensitivity analysis.

Adopt the recommended course of action.

Evaluation

CBA attempts to measure the positive or negative consequences of a project. A similar approach is used in the environmental analysis of total economic value. Both costs and benefits can be diverse. Costs tend to be most thoroughly represented in cost–benefit analyses due to relatively-abundant market data. The guiding principle of evaluating benefits is to list all parties affected by an intervention and add the positive or negative value (usually monetary) that they ascribe to its effect on their welfare.

6.6.7 Framework Model of Cost-Benefit Analysis:

(According to Dr. R.A.Sharma)

The Framework Model considers the premium cost of a special program to be the investment amount, cost. One the cost of a special program is established; the investigator must evaluate the program based on the student's Strengths and weaknesses to find out "What degree does this program enhance the student's ability to achieve in adult life to their fullest potential in terms of independence and productivity." While searching answer of above question, the investigator should have two fundamental indicators of life success i.e.

- Vocational achievement and independence; and

- Residential independence.

For each indicator two projections are made by the evaluator.

In essence, the first projection quantifies the level of independence a person is realistically expected to achieve form the implementation of special program being evaluated.

The second quantifies the probable level of independence assuming that the students receives education through commencing a general program.

The difference between the two projections yield the net benefit for the respective indicators; the net benefit taken together yield the total program benefit.

The Framework document provides extensive detail on complete process (data) to use in the quantification of the projections.

	Cost and Benefits of Education	
	Inputs	**Outputs**
Aspects or Components	Cost (Expenditures on Education)	Benefits (Returns) (Direct and Indirect)
Establishment Cost	Building, Laboratories, library, Infrastructure, Play ground	National Benefits, Social Benefits, Individual Benefits- job opportunities, job satisfaction, Additional goods.
Recurring Cost	Staff, Administration, Maintenance, Games and Sports	
Resources	Physical capital, Human Capital	Volume of /education- Knowledge acquired, skills learnt, Value orientation Qualitative benefits, Quantitative benefits, Economic benefits, Non-economic benefits

Once the Costs and Benefits have been calculated, with the given instructions the evaluator interpret the results and study the Cost and Benefits analysis outcomes for final decisions.

6.6.8 Criticism of Cost-Benefit Analysis Of Education:

As per the Economists and Educationalist raised number of theoretical and practical objections / criticisms to cost benefit analysis of education as follows:

1. Earning differentials reflect differences in the natural ability, motivation, social background sex, occupation, non-formal education, etc. will definitely effect on the benefits of education.

2. Education does not assure develop workers/employees more productive but act as a screening device/ filter and help to identify superior natural ability. Day by day there is a demand of higher and higher education which leads to waste resources.

3. Earning differentials cannot be measure differences in the form of productivity of workers but to imperfections in measuring direct economic benefits of the labour market.

4. Beside these direct benefits, education generates indirect or spillover benefits that is to say education may raise the productivity of people rather than the educated worker himself or herself and not shown up in earning differentials.

5. Rate of return calculations assume full employments of educated workers whereas in developing countries are experiencing unemployment of graduates and secondary school leavers.

6. Rate of return calculations reflect present and past demand and supply conditions whereas it is future demand and supply that concern the planner. Thus rate of return provides a poor tool for educational planning.

7. Private rate of return is meaningless as individuals do not make educational choices as they were taking their individual financial investment decisions.

Thus the above critics have attacked and rejected the whole concept of CBA of education and further it suggests the way it is modified.

6.6.9 Calculation of Benefit Cost Ratio (BCR):

Let us assume that the benefits for secondary education and higher education are Rs. 600.00 and Rs. 1200.00 respectively per year. Let us fiuther assume that these benefits would accrue to the individual concerned for 20 years (i.e., twenty years of employment), and that the rate of interest for these years remains at 6 per cent per annum.

The higher the ratio, the higher the profitability of investment for that level of education. The benefit-cost ratio for both secondary education and higher education is calculated using the following formula: **By (Gillis et al, 1983)**

$$BCR = \frac{\sum_{t}^{n} = 1^{Bi(1+i)^{-t}}}{\sum_{t}^{n} = C_{t_{1(1+i)^{-t}}}}$$

Where:

B, = benefit per annum (Rs.600/- for secondary and Rs. 1000/- for higher education)

C, = cost per annum (Rs. 100/- for secondary and Rs. 200/- for higher education)

i = rate of interest (6% per annum)

t = time (3 years cost time, and 20 years' benefits time)

n

$\sum$ sum total of the years of costs incurred and benefits received.

Benefits Cost of secondary education

$$BCR = \frac{\sum\limits_{t}^{n} = 1^{Bi(1+i)^{-t}}}{\sum\limits_{t}^{n} = C_{t_{1(1+i)^{-t}}}}$$

The Benefit formula $\sum\limits_{t=1}^{n} = B_t/(1+i)^t$ can be simplified as follows:

$$\frac{B_1}{(1+i)^t{}_1} + \frac{B_2}{(1+i)^t{}_2} + \frac{B_3}{(1+i)^t{}_3} + \frac{B_{20}}{(1+i)^t{}_{20}}$$

Similarly, The Cost Formula can be simplified as follows:

$$\frac{C_1}{(1+i)^t{}_1} + \frac{C_2}{(1+i)^t{}_2} + \frac{C_3}{(1+i)^t{}_3}$$

Therefore,

$$BCR = \frac{\dfrac{600}{(1.06)^1} + \dfrac{600}{(1.06)^2} + \ldots\ldots + \dfrac{600}{(1.06)^{20}}}{\dfrac{100}{(1.06)^1} + \dfrac{100}{(1.06)^2} + \dfrac{100}{(1.06)^3}}$$

$$BCR = \frac{566.04 + 533.99 + \ldots\ldots 187.08}{94.34 + 88.99 + 83.96}$$

$$BCR = \frac{6881.95}{267.30}$$

$$= 25.75$$

Benefit for Benefits Cost of Higher Education,

$$BCR = \frac{\dfrac{1000}{(1.06)^1} + \dfrac{1000}{(1.06)^2} + \dfrac{1000}{(1.06)^{20}}}{\dfrac{200}{(1.06)^1} + \dfrac{200}{(1.06)^2} + \dfrac{200}{(1.06)^3}}$$

$$= \frac{943.39 + 889.99 + \ldots 311.80}{188.68 + 177.99 + 167.92}$$

$$= \frac{12413.32}{534.60}$$

$$= 23.22$$

Conclusion:

In this investment, the project found feasible as BCR is more than 1(BCR>1)

The above example shows BCR of Secondary Education is Higher than Higher Secondary Education as the educational investment is higher in Secondary Education.

6.6.10 Cost-Effectiveness:

Effectivenessis the fullest possible attainment of the goals and objectives of the school/Education, Improved performance, possibly against performance indicators, such as improved examination results or test scores (but only if this is not caused by some external factor such as improved quality of student intake)

Improved student attitudes and behavior;

Better parent and community relations

Improved school environment

**Cost-effectiveness:**

Relates efficiency to its cost.

More cost-efficient – greater efficiency at the same cost or the same efficiency at lower cost.

A cost-effectiveness analysis includes a cost and effectiveness review. The accuracy of a cost-effectiveness analysis depends on the cost and effectiveness metrics it employs. On the other hand, there are considerable differences between the methods utilised to make these assessments.

Cost-effectiveness analysis (CEA) is a technique for measuring the relationship between the total inputs, or costs, of a project or activity, and its outputs or objectives. Both costs and effectiveness must be quantified, but it is not necessary to measure them in monetary terms. Costeffectiveness analysis, therefore, must be distinguished from cost-benefit analysis, which attempts to measure both the costs and benefits of a project in financial terms by means of a rate of return. Cost-effectiveness analysis was developed for the evaluation of public policy in such fields as military defence, where the objectives are clearly definable and measurable, but not in money terms. It has more recently been used for project evaluation for other areas of public policy including health and education.

The CEA is typically represented as a ratio, where the numerator is the cost of the gain and the denominator is the gain in from a measure. Quality-adjusted life years are the most often used outcome metric (QALY).To compare the cost-effectiveness ofthese interventions, calculate the incremental quality-adjusted life years(QALYs) produced by a health intervention, which is the denominator in a cost-utilityratio.

The idea of QALYs is illustrated in **Figure 1. Quality Adjusted Life
Years**

Figure -1. Quality Adjusted Life Years (QALYs)
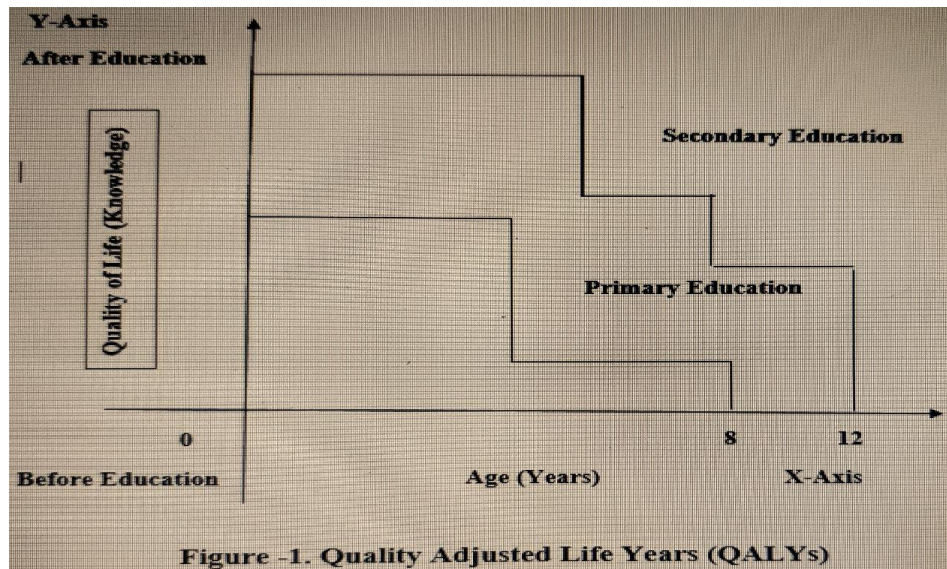
The above figure 1. Quality Adjusted Life Years (QALYs) is focused on
the educational levels i. e Primary to Secondary Level, where different
educational programs/strategies applied in a effective manner and
outcomes received after certain age are improved the Quality of life i.e.
from age 8 to age 12 measured on X-Axis and Quality of Life with
acquired Knowledge before and after the education on Y-Axis where Zero
indicates Quality before Education and it improves in upward direction.
The cost spent on effective strategies/programs at different levels is also
considered with the growing age of a student for higher level of Education
which improves the quality of life with rich knowledge.

The idea of cost-effectiveness is implemented to the making plans and
control of many kinds of prepared activity. It is extensively used in lots of
components of life like Educational need of life which is very essential for
quality life. And after completion of each level of education Quality will
be improved. But at each level the cost of education will be different and
Secondary education will have proved better than Primary for Quality
livelihood. The strategy applied at secondary education is more advance
and approachable to the students to convert them a better citizen and
trained human resource available for the societal as well as national
growth.

The price paid—higher efficacy with the same or little-changed expenses,
or lower costs with the same effectiveness. Spending on the school's
promotion results in more students enrolling; purchasing increases the
number of educational visits and off-campus learning opportunities. With
little additional expense, peer tutoring raises student achievement. The
relationship between inputs and outputs' quality and quantity are both
factors that affect cost-effectiveness.

It takes into account decision alternatives for both costs and consequences,
and attempts at (higher) achievement of predetermined objectives or

targets within the given cost and as economically as possible. It also ascertains the most efficient means of attaining particular educational goals (Levin, 1995). And, even the qualitative improvement of outputs should be acirieved as economically as possible.

6.6.11 Calculation of Cost Effectiveness Ratio:

$$CE\ ratio = \frac{Cost\ new\ strategy\ -\ Costcurrent\ practice}{Effect\ new\ strategy\ -\ Effectcurrent\ practice}$$

CEA provides guidance concerning what is both practical and possible in a given situation by identifying new preferred strategies based on the cost-effectiveness ratio. There is no agreement about what constitutes a preferred strategy, although society'scost-effectiveness ratio threshold (i.e., for any given intervention, how much is animprovement of one QALY worth to society?) is commonly estimated to be in the set cost.

The cost-effectiveness approach, however, is not appropriate for making broad decisions about education, such as determining which sort of school will cost the least to develop or comparing the science graduates of, say, polytechnics with those of traditional universities or open universities (for which cost-efficiency approach is used).

At the level of the institution, the classroom, or even the lectures given in the classrooms, the cost-effectiveness approach is more suited since at these levels, objectives may be more explicitly specified. When the goal is to raise pupils to a certain measurable Economics of Education level of competence, such as speaking a foreign language or using mathematical skills, for example, it can be utilised in particular to make decisions about teaching approaches.Alternative teaching methods that can accomplish these goals are frequently available (lectures using traditional text books, small tutorial groups, self-study using a programmed text, computer-aided training, etc.). The least expensive options should be chosen if the final consequences are the same.

6.6.12 Distinguish Between Cost Benefit Analysis and Cost Effectiveness:

(Reference to https://www.publichealthnotes.com/21-differences-between-cost-benefit-analysis-cba-and-cost-effectiveness-analysis-cea/)

Cost Benefit Analysis (CBA)	Cost Effectiveness Analysis (CEA)
Cost Benefit Analysis is an economic evaluation technique that compares the cost of the intervention with the benefit incurred, where the benefit is measure by monetary units	Cost Effectiveness Analysis (CEA) is an economic evaluation technique that compares 'cost per consequence' of two or more interventions, where the consequences are measured by "natural" units (life years gained, saved years of life)
CBA focuses on the monetary outcomes	CEA focuses on non-monetary outcomes

Here, both costs and consequences are measured in monetary unit	Here, consequences are measured by natural units
Net Benefit = Benefits – Costs	Cost effectiveness ratio (CER) = Cost of Intervention/Effect of Intervention
Outcome include: Net monetary benefit	**Outcomes include:** Years of life saved, hospital days prevented, number of deaths prevented, reduction in BP etc.
Cost-outcome comparison shows the 'net cost'	Cost-outcome comparison shows the 'Costs per Quality Adjusted Life Years (QALY)'.
As the CBA is based on the monetary terms, it is quantitative project evaluation technique	CEA is a mixed of both qualitative and quantitative evaluation techniques
It adopts broad societal perspective as it includes all costs and all benefits	It has its limitation on outcomes related to monetary value
After this analysis, an intervention should be chosen and undertaken if the benefit exceeds the costs	After this analysis, we can select the intervention which has higher natural units (life years gained, saved years of life etc.) as a consequence
Externalities are considered as well	Externalities are not considered
It is used to evaluate public expenditure programs designed to produce different outcomes.	Cost effectiveness analysis (CEA) compares the relative value of various clinical strategies that are designed to deliver the same or similar outcomes.
The results are presented in terms of ratio of benefit-to-cost and return on investment	The results are presented in terms of incremental cost per unit of effectiveness for interventions
The outcome is usually expressed as the difference in cost, net benefits	The outcome is usually expressed as the number of the life saved, decreased morbidity or mortality
For cost-benefit analysis, it is necessary to assign a monetary value to each year of life.	Cost-effectiveness analysis draws attention exclusively to health/education, etc. benefits, which are not monetized.
Net gains and losses are checked for the decision regarding any intervention.	Decision depends on the analysing if certain intervention has maximized the benefit obtainable from a given budget or minimized the cost to achieve the target.

Benefits obtained from CBA can be direct, indirect, or intangible.	CEA only focuses on the health/educational, etc. outcomes neglecting the non-health/non-educational, etc. outcomes.
The outcomes of CBA are already known.	Cost-effectiveness depends on long-term outcomes, which are not known.
Cost-benefit analysis helps to identify the best ways to achieve given outcome.	Cost-effectiveness analysis helps identify ways to redirect resources to achieve more.
CBA is suitable for evaluation of industrial projects, since monetary value can be easily calculated	CEA is more suitable for the service oriented organizations.
CBA is comparatively more complex as every matter needs to quantified and it also considers opportunity cost and time factor.	CEA is relatively easier to calculate than cost-benefit analysis as all the matters need not be quantified in monetary value
CBA is used at the executive level of government when considering regulatory proposals that would be costly to implement but that would have potentially large economic benefits to society	CEA considers the potential trade off and also helps in evaluation of the allocation of resources by characterizing the cost of health interventions per added unit of benefit.
The limitation of CBA is that: – Data collection can be complex for costs – Benefits in other forms than money cannot be assessed	The limitation of CEA is that: CEA doesn't make comparisons between the interventions producing different outcomes

6.6.13 Conclusion:

Cost management is a broad topic that encompasses a variety of data collection, analysis, reporting, and control activities.The cost of an educational plan or innovation is often expressed in terms of its total cost to indicate the value of the total resources devoted to it. There are various types of Costs. The process of weighing the total expected costs vs. the total expected benefits of one or more actions in order to choose the most profitable option (under the process of Cost benefit analysis. There are the two ways of calculating costs of education i.e. Cost benefit analysis and cost effective analysis. Effectiveness includes both direct and indirect benefits of education. On the other hand, the cost-benefit analysis tries to find out the magnitude of the costs of education and the benefits in economic or monetary terms. Cost benefit analysis have limitations.

Check Your Progress - 3:

1. Define Cost Management.

2. What is Cost of Education? Discuss thevarious types of Costs of Education.

3. Explain Cost Benefit Analysis.

4. Discuss on Cost Effective Analysis with suitable illustrations.

6.7 LET'S SUM UP

Team of Financial Management have financial planning and accordingly Budget will be prepared. With the implementation of innovative revenue generation strategies, organization will be successful not only get good return on investment in Education. But for making financial planning financial management must have study of Budget preparation. Same time we must know the cost or expenditure with different costs and benefits so that we can analyses through Cost Benefit Analysis and Cost Effective Analysis. It will help to take sound decisions of financial management whether to continue with the same revenue generation strategies or replace the suitable one with the available resources to accomplish the set target or objectives/goals of an organization. For sound financial management in Education, the above respective areas need study by the financial manager while implementing innovative strategies for expansion, diversion and growth of an organization. Effective leadership, team spirit and motivational policies help to bring success in the Educational financial plan.

6.8 UNIT END EXERCISE

Q.1. What is Financial Management?

Q.2. 'Financial Planning is important function of financial management', discuss with the reference to need and significance of financial planning.

Q.3. Write a note on process of Budgeting.

Q.4. What are the different Revenue Generation Strategies supported to the Educational institutions in the process of expansion and modernization of their institutions in recent period of time? Illustrate.

Q.5. How Cost Benefit Analysis and Cost Effective Analysis are related to Cost of Education but Work on different manner? Discuss.

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