Educational Leadership and Management (EDU 602)

Table of Contents:

Lesson 01	Relationship of Effective Schools with Leadership	(Topics 1 to 12)	2
Lesson 02	Concept of Leadership	(Topic 13 to 18)	6
Lesson 03	Concept of Management	(Topic 19 to 24)	9
Lesson 04	Leadership vs Management	(Topic 25 to 30)	13
Lesson 05	Evaluation of Management Theory	(Topic 31 to 36)	16
Lesson 06	Neo Classical School of Management	(Topic 37 to 42)	19
Lesson 07	Modern School of Management	(Topic 43 to 48)	22
Lesson 08	Trait Theory of Leadership	(Topic 49 to 56)	27
Lesson 09	Behavioral Theory of Leadership	(Topic 57 to 61)	31
Lesson 10	Contingency Theory of Leadership	(Topic 62 to 66)	34
Lesson 11	Leadership Styles 1	(Topic 67 to 72)	36
Lesson 12	Leadership Styles 2	(Topic 73 to 78)	39
Lesson 13	Transformational Leadership Introduction	(Topic 79 to 84)	42
Lesson 14	Process of Transformational Leadership	(Topic 85 to 90)	45
Lesson 15	Transformational Leadership and Organizational Structure	(Topic 91 to 96)	48
Lesson 16	Level 5 Leadership	(Topic 97 to 102)	51
Lesson 17	Pathways to Greatness	(Topic 103 to 108)	54
Lesson 18	Planning	(Topic 109 to 114)	57
Lesson 19	Introduction to Leadership	(Topic 115 to 119)	61
Lesson 20	Process of decision Making	(Topic 120 to 126)	64
Lesson 21	Organizational Structure	(Topic 127 to 132)	69
Lesson 22	Organizational Behavior	(Topic 133 to 138)	74
Lesson 23	Groups	(Topic 139 to 144)	78
Lesson 24	Communication in Organization	(Topic 145 to 150)	81
Lesson 25	Barriers of Communication	(Topic 151 to 156)	85
Lesson 26	Leadership and Power	(Topic 157 to 162)	89
Lesson 27	Controlling	(Topic 163 to 168)	92
Lesson 28	Introduction to Motivation	(Topic 169 to 171)	96
Lesson 29	Herzberg 's Motivational Theory	(Topic 172 to 174)	98
Lesson 30	Maslow's Hierarchy of Needs	(Topic 175 to 178)	100
Lesson 31	Motivational Strategies	(Topic 179 to 180)	102
Lesson 32	Team Building	(Topic 181 to 192)	109
Lesson 33	Finance management	(Topic 193 to 198)	113
Lesson 34	Conflict Management	(Topic 199 to 204)	117
Lesson 35	Types of Conflict Management	(Topic 205 to 210)	121
Lesson 36	Stress Management	(Topic 211 to 216)	125
Lesson 37	Change Management	(Topic 217 to 222)	129
Lesson 38	Models of Change	(Topic 223 to 228)	133
Lesson 39	Organizational Change	(Topic 229 to 234)	137
Lesson 40	Organizational Culture	(Topic 235 to 240)	141
Lesson 41	Barriers of Decision Making	(Topic 241 to 246)	144
Lesson 42	Total Quality Management	(Topic 247 to 252)	148
Lesson 43	Educational Administration	(Topic 253 to 259)	153
Lesson 44	Role of School Administration	(Topic 260 to 264)	158
Lesson 45	Supervision	(Topic 265 to 270)	161

©Copyright Virtual University of Pakistan

Lesson 23

GROUPS

Topic 139: Groups

What makes one collection of people a group and other only an anonymous, disorganized crowd? The answer is a "group".

Group: two or more interdependent people, who interact in pursuit of common purpose:

1 - Interdependency

2 - Interaction

3 - Shared goal

Fans standing in a queue waiting together to purchase concert tickets may have a common goal, but:

- they are not interacting
- they are not depending on each other to achieve their goal
- so, they are **not a group** – but are a crowd

Groups are **vital** to the success of the organization. Today's competitive realities demand to create and manage groups effectively. Workforce diversity needs managers to lead groups that transcend gender, culture and age. Organizations have many types of groups. These can be categorized on the basis of how the group forms, who its members are, and what the group does. The most basic distinction is between **formal** groups and the **informal** groups.

Topic 140: Types of Groups

Formal Groups

- Created by the org. to perform a specific set of tasks in pursuit of the org.'s goals.
- Part of org's formal structure and hierarchy, e.g. command group, functional group, task group, etc.

Informal Groups

- Voluntarily or spontaneously formed by its members rather than by the organization.
- Serve social/ common interests of members.
- May/ may not relate to goals of organization e.g. interest group (common concern), friendship group

Teams

- Today, many orgs. are replacing traditional structure of formal command groups by groups with greater autonomy and employee participation.
- **Teams** are involved in management and decision-making to maximize performance

Topic 141: Characteristics of Groups

Roles

- Behaviors expected of a member as per position in the group.
- Some roles assigned formally (G.M.) but additional assumed informally influencing group performance.
- In high-performance groups formal roles are clearly defined.

Norms

- Informal standards of behavior that govern members' actions.
- Roles are behaviors that differentiate norms are behaviors common to all.
- Members pressurize each other and new members to conform.
- Perspectives for work.

Cohesiveness

- Degree of loyalty to the group and its goals.
- Strong commitment and desire to remain within the group increases group cohesiveness.
- Encourages members to perform at high level.
- But, low output if norm is low productivity.

Topic 142: Stages of Group Development 1

Bruce Tuckman (1965) identified five stages a group goes through before they are able to function as a team. Maintains that these stages are inevitable for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work and deliver result.

1. **Forming**

- Team acquaints and establishes ground rules.
- Formalities are preserved and members are treated as strangers.
-

2. **Storming**

- Members start to communicate their feelings but still view themselves as individuals rather than the part of the team.
- They resist control by group leaders and show hostility.

Topic 143: Stages of Group Development 2

3. **Norming**

- People feel part of the team and realize that they can achieve more work if they accept others viewpoints.

4. **Performing**

- Team work in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.

5. **Adjourning**

- Team conducts an assessment of the year and implements a plan of transitioning roles and recognizing members' contributions.

Topic 144: End Result of Group Formation

Synergism- the cooperative action of discrete entities which is greater than the sum of the parts. Synergistic groups can create something greater than individual members could create independently.

Three Criteria of Group Effectiveness:

1) Extent to which the group's productive output meets the standard of quantity, quality, and timeliness for the users of the output.

2) Extent to which the group process of actually doing the work enhances the capability of group members to work together interdependently in the future.

3) Extent to which group experience contributes to the growth and wellbeing of its members.

©Copyright Virtual University of Pakistan

Lesson 24

COMMUNICATION IN ORGANIZATION

Topic 145: Communication in Organization

What is Communication?

Communication is the process of passing information from a source of receiver.

- Communication is a process of sharing experience till it becomes a common possession; it modifies the disposition of both parties who partake it -- John Dewey
- Is a means of persuasion to influence other for achieving desired effect -Aristotle

What is Organizational Communication? And How is it Different from Usual Communication?

It is the process by which activities of an organization are collected and coordinated to reach the goals of both individuals and the organization

In simple terms:

- It is the information flow that happens in an organization but the flow of information is based on a structure, direction and process.

Topic 146: Forms of Communication

Verbal Communication

- Includes sounds, words, language and speaking.
- Speaking is sorted into interpersonal communication and public speaking.
- Good verbal communication is essential to deal with people in business.

Non-verbal Communication

- Physical ways of communication like tone of the voice, touch, smell and body motion.
- Also includes symbols and sign language.
- Body posture and physical contact convey a lot of information.

Written Communication

- Writing words that are to be communicated e.g. email, letter, report, article and memo, etc.
- Main advantage: can be edited and amended many times before it is communicated.
- Good written communication is essential for business.

©Copyright Virtual University of Pakistan

Visual Communication

- Visual display of information.
- Like: signs, symbols and designs, photography, topography, graph, etc.
- Television and video clips are the electronic form of visual communication.

All four forms are important for business

Topic 147: Components of Communication

Context: communication is affected by the context in which it takes place - every communication has a context.

Sender/ Encoder: is the person who sends the message – makes use of symbols (words, visuals, graphics) to convey the message and produce the required response

Message: the key idea that the sender wants to communicate – must be clear

Encoding: converting subject matter into language that is understandable by the receiver

Medium/ Channel: means used to transmit the message

Receiver/ Decoder: for whom the message in intended/ aimed/ targeted

Decoding: translating encoded message into ordinary language to get the meaning by receiver

Feedback: response of receiver to sender – helps sender to determine correct receipt, and comprehension

Noise: anything that disrupts or interferes in the communication process between a speaker and an audience or receiver

Topic 148: Communication Models

Communication is classified in following groups

- Linear model
- Interactive/ Convergence Model
- Transactional Model

Linear Model

- One-way communication.

- Information is transmitted from sender to receiver via a channel **without** the sender receiving any **feedback.**

- Does not involve response, or noise.

Interactive Model

- A two way process.
- The sender sends a message to the receiver and the receiver then becomes the sender and sends a message to the original sender.
- Feedback is added.
- Draw back – feedback is not simultaneous.

Transactional Model

- Emphasizes that each of us is a sender-receiver, not merely a sender or a receiver.
- Claims that communication is fluid/ simultaneous.
- Most conversations are like this.

Topic 149: Types of Communication

Internal Communication:

- That takes place within an organization.
- Usually: face to face, telephone, fax or mail.
- Modern organizations may use technology to communicate internally e.g. e-mails/linked internal communication.

External Communication:

- Communication between the organization and the ones outside the organization, such as, customers, suppliers, banks, govt.
- Can be through mail, telephone, fax, internet, etc.

Topic 150: Communication Styles

	Formal Communication	Informal Communication
Definition	Intentional message Intentional setting	Random message Relational setting
Example	• Speech • Publication • E-mail blast	• Conversation • Personal note • Overheard comment

https://www.ecu.edu/cs-acad/stepp/upload/M7L1-PPT-Transitioning-between-Informal-and-Formal-Communication-Styles.pptx

Formal Communication

- Is more rigidly structured.
- Has a more formal tone – more standard language.
- Used mainly with non- peers and other not well-known people.
- Most likely needed in business, education.

Informal Communication

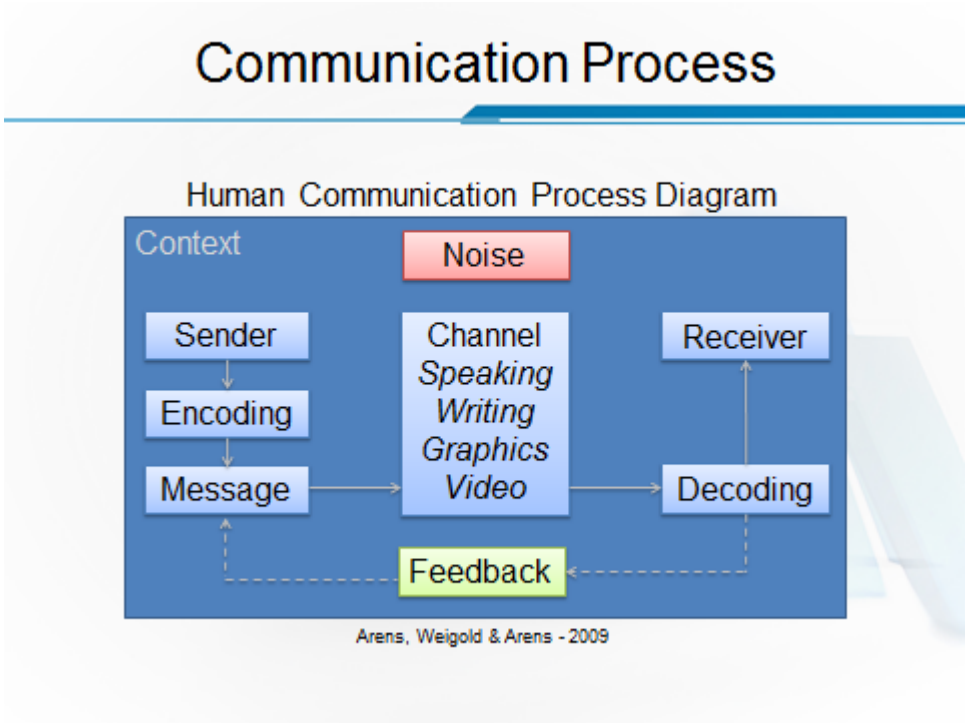
- Is less rigidly structured.
- Has a more relaxed tone – casual language.
- Used mainly with peers and other well-known people – most likely in personal situations.

©Copyright Virtual University of Pakistan

Lesson 25

BARRIERS OF COMMUNICATION

Topic 151



Topic 152: Barriers of Communication

- Obstacles in a workplace that prevent effective exchange of ideas or thoughts.



- In many communications, the message (what is said) may not be received exactly the way the sender intended.
- It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood.

- The skills of Active Listening, Clarification and Reflection may help.
- But the skilled communicator also needs to be aware of the barriers to effective communication and how to avoid or overcome them.
- Barriers may cause the message to become distorted.
- This may lead to confusion and misunderstanding.
- Effective communication involves overcoming these barriers and conveying a clear and concise message.

Topic 153: Categorise of Barriers 1

Language Barriers

- Language and linguistic ability may act as a barrier to comm.
- Even when communicating in the same language, the terminology used in a message may act as a barrier if it is not fully understood by the receiver(s).

Psychological Barriers

- The psychological state of the communicators will influence how the message is sent, received and perceived e.g. under stress, or being angry, one may say things that one did not actually mean.
- A receiver may also misinterpret if under.

Physiological Barriers

- May result from sensory dysfunction, either on the part of the receiver or the sender.
- Fatigue may also lead to a breakdown in effective communication.

Topic 154: Categories of Barrier 2

Physical Barriers

- Are often due to the nature of the environment e.g., if staff are located in different buildings or on different sites.
- Poor or outdated equipment.
- Information overload (e.g. in advertisement & company brochures).

Systematic Barriers

- May exist where there are inefficient or inappropriate information systems and communication channels.

- Or where there is a lack of understanding of the roles and responsibilities for communication.

Attitudinal Barriers

- Behaviors or perceptions that prevent people from communicating effectively.
- May result from personality conflicts, poor management, resistance to change or a lack of motivation.

Topic 155: Common Barriers

- The use of jargon: over-complicated, unfamiliar and/or technical terms.
- Emotional barriers & taboos**:** some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo.
- Lack of attention, interest, distractions, or irrelevance to the receiver.
- Differences in perception and viewpoint.
- Physical disabilities such as hearing problems or speech difficulties.
- Not being able to see the non-verbal cues, gestures, posture and general body language.
- Expectations and prejudices which may lead to false assumptions or stereotyping.
- Cultural differences.

Topic 156: Communication Structure

Wheel

- Centralized Network.
- Members cannot communicate with each other.
- Effective in simple task.
- Preferred by org. where HO is totally in charge.

Completely Connected

- Decentralized network.
- Everyone interacts.
- Effective in complex tasks – can be slow.
- Leadership is unclear.

Line

- Communication is restricted only to certain group members – all are connected.
- Member satisfaction is better than wheel.
- Moderately effective for both simple and complex tasks.
- Leader is not clear.

Y

- Very similar to the “wheel” structure.

Circle

Similar to chain with 2 end members also connected.

Lesson 26

LEADERSHIP AND POWER

Topic 157: Leadership and Power

"Power is a natural process in organizational life"

(Haugaard & Clegg, 2012; McClelland & Burnham, 2003)

The concepts of power and leadership are closely linked. Getting things done requires power (Pfeiffer, 1993). Leaders use power as a means of attaining group goals. By learning how power operates, you will be better able to become a more effective leader.

In its simplest terms, **power is the ability to influence someone else** (Nelson & Quick, 2012).

All great leaders have a vision to achieve large-scale ideas. They all also have the personal power to enact it (Gibson et al, 2012) e.g., Steve Jobs (Apple Computer), Bill Gates (Microsoft), Mark Zuckerberg (Facebook), Jeff Bezos (Amazon.com). They all had strong visions of the future. They were able to transform their visions into reality, because they had **acquired** and **used** the necessary power to do so.

Great leaders make things happen by utilizing personal power (Pfeffer, 2011).

Topic 158: Classification of Power

Power is the ability to influence the behavior of others

- One of the most influential theories of power comes from the work of **French and Raven** (1959).
- Explored the **sources of power** used by leaders to influence others for attainment.

French and Raven identified **five sources** of power that can be classified into **two categories:**

1. **Organizational Power** legitimate, reward, coercive
2. **Personal Power** expert, referent

Generally, the **personal** sources of power are more strongly related to

- employees' job satisfaction,
- organizational commitment, and
- job performance

Than are the organizational power sources.

- The various sources of power should not be viewed as being completely separate from each other.
- Leaders use the sources of power together in varying combinations depending on the situation.

Topic 159: Organizational/Formal Power

Legitimate Power

- Comes from having a position of power in an organization, such as being the boss or a key member of a leadership team.
- If a person rises in power, subordinates must believe s/he deserves it; otherwise it will be a bad move.

Reward Power

- Reward power is indicated through rewarding individuals for compliance with leader's wishes.
- This may be done through giving bonuses, raises, a promotion, extra time off from work, etc.

Coercive Power

- Acquired through threatening others.
- Conveyed through making employee fear losing job, being demoted, receiving a poor performance review, etc.
- Unlikely to win respect and loyalty from employees for long.

Topic 160: Personal Power

Expert Power

- Comes from one's own experiences, skills or knowledge.
- With more knowledge, skills and experience in particular areas we become thought. Leaders in those areas, and gather expert power that can be used to get others to help us.

Referent Power

- Comes from being trusted and respected.
- We can gain referent power when others trust what we do and respect us for how we handle situations.
- Held by people with charisma, integrity, and other positive qualities.
- The most valuable type.

- Not necessary to hold position to have power.
- In fact, most respect is given to those with personal power.
- When workers link the leadership's power with expert or referent power, they are more engaged, more devoted to the organization and their role within it.

Topic 161: Power Implication 1

Jeffrey Pfeffer (Stanford University) is one of today's most influential **management thinkers** - inspires leaders to seek power through evidence-based management, the knowing-doing gap, high performance culture, and unconventional wisdom

- Reviewed several studies and concluded:

Legitimate power can be depended on initially

- But continued reliance creates dissatisfaction, resistance, and frustration in workers.
- Must coincide with expert power, otherwise there may be negative effects on productivity.
- As it may lead to only minimum compliance.

Reward power can directly influence the employee-performance behaviors in the short run

- Prolonged use of reward power can lead to a dependent relationship in which workers feel manipulated and become dissatisfied.

Topic 162: Power Implications 2

Although coercive power may lead to temporary compliance by subordinates, it produces the undesirable side effects of frustration, fear, revenge, and alienation.

- This in turn may lead to poor performance, dissatisfaction, and turnover.

Expert power is closely related to a climate of trust.

- Usage of expert power results in attitudinal conformity and internalized motivation by the workers.
- This in turn requires less surveillance of workers than does reward or coercive power.

Referent power can lead to enthusiastic and unquestioning trust, compliance, loyalty, and commitment from subordinates.

- Like expert power, considerably less surveillance of employees is required.

Lesson 27

CONTROLLING

Topic 163: Control in Organization

What is Management Control?

Regulatory process that directs the activities of an organization to achieve anticipated goals and standards.

Old Concept

- control for detecting errors

Modern Concept

- control for foreseeing

When done well:

It ensures that the overall directions of individuals and groups are consistent with short and long term plans

- The key requirement of a control system is that it should maintain the **level** and **kind** of **output** needed to achieve the system's objectives (March & Simon)

Topic 164: The Control Process 1



1. **Establish Objectives and Standards**

   - Performance objectives are defined and the standards for measuring them are established.
   - Both input standards and output standards are formulated.
   - **Input Standards** measure work efforts that go into a performance task (e.g. training)
   - **Output Standards** measure performance results in terms of quantity, quality, cost, or time (e.g. product)

Topic 165: The Control Process 2

2. Measuring Actual Performance

- To identify deviations or variances between what is most desired and what really occurs.
- Effective control may not be possible without accurate measurement.

3. Comparing Results with Objectives and Standards

Comparison of actual performance with desired performance establishes the need for action

Ways of making such comparisons include:

1. Historical / relative
2. Benchmarking

4. Taking Corrective Action

Taking the action necessary to rectify or improve things. Managers can choose from three courses of action: they can:

a. **do nothing** – keep the status quo if performance equals the standards

b. **correct the actual performance** – when standards are not met, managers must carefully assess the reasons why, and take corrective action

c. **revise the standard**

   ensure that standards and the associated performance remain relevant for the future

Topic 166: Types of Organizational Control

There are 3 types:

1. Feed-forward

- The preliminary or preventive control

- Anticipates problems
- Focus is on input

2. Concurrent

- Solves problems as they occur
- Focus is ongoing processes
- Assesses current work activities, relies on performance standards
- Aims to ensure that work activities produce the correct results

3. Feedback

- Solve problems after their occurrence
- Focuses on the organization's outputs
- Also called post-action or output control

Topic 167: Implementing Control Systems

In: Service Organizations

Control systems are more difficult to implement and maintain:

- Outputs are more difficult to measure
- Quality ratings are less clear
- Important to properly train and motivate the employees

In: Government and Non-profit Organizations

Govt. and non-profit organizations face further problems:

- Goals and objectives are less clear
- Professionals less receptive to control systems
- Lack of profit measure makes measurements more difficult
- Less pressure to improve from "owners"
- Budgeting is more of a bargaining game to acquire additional funding and less of a planning tool
- Different motivations and incentives

Topic 168: Benefits of Organizational Control

- Controls make plans effective
- Managers need to measure progress, offer feedback and direct their teams to succeed.
- Controls ensure steady organizational activities
- Policies and procedures help ensure that efforts are integrated.
- Control makes organizations effective
- Organizations need controls in place if they want to achieve their objectives
- Controls make organizations efficient
- Efficiency depends more on controls than any other management function.
- Controls provide feedback on project status

©Copyright Virtual University of Pakistan

- Feedback influences behaviour and is an essential ingredient in the control process.
- Controls aid in decision making
- The ultimate purpose of the controls is to help mangers make better decisions.

©Copyright Virtual University of Pakistan

Lesson 28

INTRODUCTION TO MOTIVATION

Topic 169: Motivation

Why do people work?

Money is perhaps at the top of your list. However, there could be other reasons, e.g.

- to satisfy ambition
- to feel important
- have a sense of identity/ achievement

Most people work to satisfy wants and needs.

What is motivation?

- It is what makes us do what we do.
- The drives within a person that account for the degree, direction and persistence of the effort spent at work.
- Internal and external factors that stimulate people to take action for achieving a goal.

Why is motivation important?

Workers who are not well motivated tend to:

- have high rates of absenteeism
- arrive late
- produce poor quality output
- be careless – losses, accidents, damages
- be slow to react

Workers who are motivated tend to:

- be more committed – take responsibility
- be loyal – reducing worker turnover cost
- be enthusiastic and offer ideas
- arrive early and take few days off

©Copyright Virtual University of Pakistan

Well-motivated workers assist in achieving obj.

Topic 170: Motivation at Work Place

- Managers are always looking for ways to create motivational environment facilitating workers to work at their optimal levels to accomplish company objectives.
- Workplace motivators include both monetary and non-monetary rewards.

Monetary Rewards

- Reward workers for excellent performance through **money.**
- Include increase in pay, profit sharing, bonuses, staff discounts, company shares, etc.
- These have traditionally helped maintain a positive environment for staffs (Kepner, 2001).

Non- Monetary rewards

- Reward works for excellent performance through opportunities.
- Include flexible work hours, training, vocation, pleasant work environment, car, free health care, etc.

Topic 171: The Essence of Motivation

We are all extremely complex individuals. Still through the core of each one of us runs one single universal motivator. We are all striving for one thing that is to feel good. Yet, there are many factors that get in the way of us feeling good. Even more factors that make us feel bad. So, we are actually trying to do two things:

① **feel good**

② **avoid feeling bad**

This is known as "Pleasure/ Pain Principle". We continually aim to feel pleasure and avoid pain/ discomfort/ unpleasantness. What we link pleasure to, and what we associate with pain, shape our whole life. Everything that we do is driven by these two deep-seated drives.

Lesson 29

HERZBERG'S MOTIVATION THEORY

Topic 172: Herzberg's Motivation Theory 1

Herzberg's Motivators and Hygiene Factors

In the 1950s and 60s, psychologist Fredrick Herzberg researched to determine the **effect of attitude on motivation.** He asked people to describe situations where they felt really good, and really bad, about their jobs. He found that people who felt good about their jobs gave **very different responses** from the people who felt bad. These results form the basis of Herzberg's Motivation-Hygiene Theory (sometimes known as Herzberg's Two Factor Theory). According to Herzberg, the factors leading to job satisfaction are "separate and distinct from those that lead to job dissatisfaction." Therefore, if you eliminate dissatisfying job factors you may calm everyone, but not necessarily enhance performance.

Topic 173: Herzberg's Motivation Theory 2

Herzberg's findings showed that

- Certain characteristics of a job are consistently related to **job satisfaction.**
- While different factors are associated with **job dissatisfaction**.

These are:

Factors for Satisfaction	Factors for Dissatisfaction
Achievement	Company policies
Recognition	Supervision
The work itself	Relationship with boss / peers
Responsibility	Work conditions
Advancement	Salary
Growth	Status
	Security

Mind Tools Newsletter 85 – October 19th, 2007 - http://www.mindtools.com/pages/Newsletters/19Oct07.htm

The conclusion he drew was that:

Job satisfaction and 2job dissatisfaction are not opposite

- The opposite of **Satisfaction** is **No Satisfaction**
- The opposite of **Dissatisfaction** is **No Dissatisfaction**

©Copyright Virtual University of Pakistan

Topic 174: Herzberg's Motivation Theory 3

- Resolving the causes of dissatisfaction will not create satisfaction. Nor will adding the factors of job satisfaction eliminate job dissatisfaction.
- If you have a hostile work environment, giving someone a promotion will not make him or her satisfied.
- Characteristics related with job dissatisfaction are **hygiene factors.**
- When these have been adequately met, people will not be dissatisfied nor will be satisfied.
- To motivate, focus on satisfaction factors like achievement, recognition, and responsibility – motivators.
- To motivate people, first remove things that are annoying them about the company and the workplace; make sure they are treated fairly, and with respect.
- Then, look for ways to help people grow within their jobs, give them breaks for achievement and praise their feat.

©Copyright Virtual University of Pakistan

Lesson 30

MASLOW'S HIERARCHY OF NEEDS

Topic 175: Maslow's Hierarchy of Needs 1

Dr Abraham Maslow identified a hierarchy of five primal human needs that constantly shape our relationship and behaviour. This hierarchy is extended by these premises:

- all infants, kids, and adults constantly have dynamic mixes of mental, emotional, physical, and spiritual needs (discomforts) and.....
- all behavior is motivated by the eternal instinctive urge to reduce our current needs
- most people are only vaguely aware of their mix of needs
- they habitually focus on surface needs as they did as kids, so their primary needs keep recurring
- first the lowest level of needs is satisfied; then next levels are satisfied incrementally

Topic 176: Maslow's Hierarchy of Needs 2

1. **Physiological Needs**
   - reduce current **physical** discomforts
   - basic issues of survival such as salary and stable employment
2. **Security Needs**
   - need to feel **safe** enough in the near and far future
   - stable physical and emotional environment issues such as benefits, pension, fair work practices, safe work-setting
3. **Belongingness Needs**
   - our primitive need to feel **accepted** by, and be part of, a group of other people
   - social acceptance issues such as friendship or cooperation on the job

Topic 177: Maslow's Hierarchy of Needs 3

4. **Esteem Needs**
   - our need to be **recognized** as special and valuable by our group
   - positive self-image and respect and recognition issues such as job titles, nice work spaces, and prestigious job assignments

- if you have a staff that you manage it is important to understand that the methods you use to reward and recognize their achievements can have an impact on their self esteem – which of course in turn will affect their motivation
- the opposite is true as well – if you fail to recognize the efforts and achievements of your team, you could end up damaging the motivation levels of your team and even possibly their self esteem

5. **Self-Actualization Needs**

- living at their highest personal potential
- achievement issues such as workplace autonomy, challenging work, and subject matter expert status on the job

Topic 178: Applying Maslow's Theory

- With Maslow's theory, an employee's initial emphasis on the lower order needs of physiology and security makes sense (Robert Tanner).
- Generally, a person beginning their career will be very concerned with physiological needs such as adequate wages and stable income and security needs such as benefits and a safe work environment.
- Employees whose lowest level needs have not been met will make job decisions based on compensation, safety, or stability concerns.
- Also, employees will revert to satisfying their lowest level needs when these needs are no longer met or are threatened..
- This places an extra obligation on managers to act humanely when difficult organizational decisions such as staff reductions have to be implemented.
- Callous implementation of difficult decisions will cause the remaining employees to feel threatened.

Lesson 31

MOTIVATIONAL STRATEGIES

Topic 179: Motivation Strategies 1

- A high level of employee motivation is derived from effective management practices.
- To motivate, a manager must treat people as individuals, empower workers, provide an effective reward system, redesign jobs, and create a flexible workplace.

Empowering Employees

- Empowerment occurs when individuals in an organization are given autonomy, authority, encouragement and trust, to achieve a task.
- Permits choices and to transform choices into desired actions and outcomes.

Providing an Effective Reward System

- Rewards are for people whose performance accomplishments help meet organizational objectives.
- Rewards are often used to reinforce employee behavior that is desired to be continued.

There are two ways:

- **Extrinsic rewards** are externally administered
  - valued outcomes given to worker by manager – bonus, promotion, time off, assignment, praise
- **Intrinsic rewards** are self-administered
  - "feels good" – feeling of competency, personal development, and self-control over work

Topic 180: Motivation Strategies 2

Redesigning Jobs

- Applies motivational theories to the structure of work for improving productivity and satisfaction.
- When redesigning jobs, managers look at both job scope and job depth.

Redesign attempts may include the following:

Job enlargement or **horizontal job loading**

- increases the variety of tasks a job includes
- quality or the level of challenge of those tasks remains same
- reduces monotony
- as employee's boredom decreases, employee's quality of work increases

Job rotation

- assigns people to different jobs or tasks to different people on a temporary basis
- adds variety and brings people to realize the jobs' interdependency
- renews interest and enthusiasm and encourages higher levels of contributions

Job enrichment or **vertical job loading**

- includes not only an increased variety of tasks, but also provides an employee with more responsibility and authority
- if job skills match with jobholder's abilities, improves morale and performance

©Copyright Virtual University of Pakistan

Lesson 32

TEAM BUILDING

Topic 181: Team

What is a Team?

- a group of people that has a job to do, either as paid participants or as volunteers
- a group that has spent some time together, either in smaller increments over a long period of time
- a group that achieves cohesiveness
- a group with a common objective and one purpose - members are interdependent
- whereas other groups may recognize the strengths of each member, team members **rely** on the strengths of each member to accomplish the objective



Topic 182: Work Groups vs. Teams

Next 2 slides show main differences between work groups and teams. As you can see, work groups have strong individual focus and teams have strong collective focus. Individual is not lost in a team – instead his work is coordinated to fit in with the greater good.

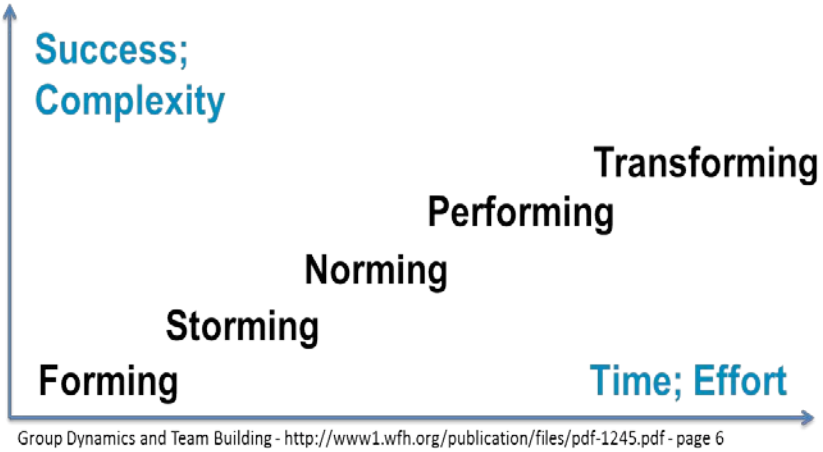
Work Groups	Teams
Accountability: individual	individual and mutual
Come together: to share information and perspectives	for discussion, decision making, problem solving, and planning.
Focus: on individual goals	on team goals
Produce: individual work products	collective work products

Work Groups	Teams
Define: individual roles, responsibilities, and tasks	individual roles, tasks and responsibilities, to help team do its work; often share and rotate them
Concern: with one's own outcome and challenges	with outcomes of everyone and challenges the team faces
Purpose: goals, approach to work shaped by manager	goals, approach to work shaped by team leader with team members

- tables indicate that teams meet more often than traditional work groups
- work groups meet periodically to hear and share information
- teams do much more than communicate when they meet
- team leadership is participatory

Topic 183: Team Development 1

Teams and groups are living organisms with certain predictable stages of development. Next slide depicts the progression of team development through a series of steps on a graph.



Stage One - Forming

- period in which members are guarded in their interactions as they're not sure what to expect from other team members
- also the period in which members form opinions of their teammates
- productivity is low during this stage

Forming – to enhance team development:

- share responsibility
- encourage open dialogue
- provide structure
- direct team issues
- develop a climate of trust and respect.

Topic 184: Team Development 2

Stage two - Storming

- characterized by competition and strained relationships among team members
- there are various degrees of conflict dealing with issues of power, leadership and decision-making
- this is the **most critical** stage for the team

Storming – enhance team development by:

- joint problem solving
- setting norms for different points of view
- establishing decision-making procedures
- encouraging two-way communication
- supporting collaborative team efforts

Stage three – Norming

- characterized by cohesiveness among members
- members realize their commonalities and learn to appreciate their differences
- functional relationships are developed resulting in the evolution of trust among members

Norming – to enhance team development:

- discuss frequently and openly about concerns
- encourage members to manage the team process
- give positive feedback
- support consensus decision-making efforts
- delegate to team members max possible

Topic 185: Team Development 3

Stage Four – Performing

- the team now has the capability to define tasks, work through relationships and manage team conflicts by themselves.
- Members interact without fear of rejection
- Leadership is participative and shared

Performing to enhance team development:

- Offer feedback when requested
- Support new ideas and ways of achieving outcomes
- Encourage ongoing self- assessment
- Develop team members to their fullest potential
- Look for new ways

©Copyright Virtual University of Pakistan

Stage 5 – Transforming

- Occurs when the team is at such an effective level of functioning that it can redefine its shared purpose and respond quickly to change
- Leadership is shared, trust is high, and communication is open

The most effective teams arrive at decisions through "consensus" by following a rational process that includes:

- Identifying the issues
- Setting a specific objective
- Gathering and analysing the facts
- Developing alternatives
- Deciding and acting

Topic 186: Team Roles

Action Oriented Roles

Shaper

- Challenges the team to improve

Implementer

- Puts ideas into action

Completer Finisher

- Ensures through, timely completion

People Oriented roles

Coordinator

- Acts as a chairperson

Team worker

- Encourages cooperation

Resource Investigators

- Explores outside opportunities

Thought oriented roles

Plant

- Presents new ideas and approaches

Monitor-Evaluation

- Analyses the options

Specialist

- Provides specialized skills

Topic 187: Resource Management

Definition of Important Terms

Resource

- An available means

Management

- Judicious use of means to accomplish an end

What are the available resources?

- Materials
- Human resources
- Time
- Space
- Information
- Relationship

Resources can easily put into abundance with large funding

Limited resources necessitated careful usage

Resources are limited

Main focus, as such, is on the utility of our resources

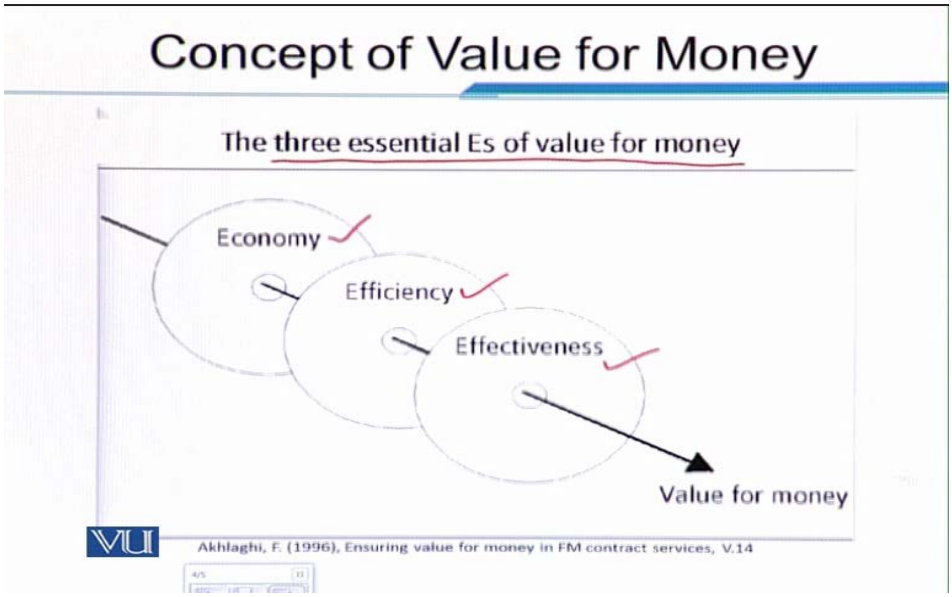
That is, for every rupee spent there must be a corresponding value for it

Major issue, therefore, is to have value for money at any point in time for all spending

This concept applies to issues in resource management

Topic 188: Concept of Value for Money

- A comprehensive examination of the extent to which financial, human and physical resources are managed with due regard to economy, efficiency and effectiveness. (Kanadasamy 2003)
- An appraisal of the extent to which resources were managed with due regard to economy, efficiency and effectiveness and in conformity with applicable rules and procedures. (Auditor General of Pakistan 2003)



- Small differences in definitions.
- Core meaning of value for money is clear in all the definitions i.e. economy, efficiency and effectiveness.
- Value for money (VfM), then, is a requirement to maximize the use of scarce resources in our daily operations.

Topic 189: The Three E's of VfM 1

Economy

- Economy is defined as "minimizing the cost of resources used for an activity having regard to the appropriate quality"
- That is economy is the practice of careful spending, discretion and good house keeping
- Relates to all types of resources such as physical, human, time and information
- Economy is observed in getting any resource when proper attention is given to the right amount and of the right kind, right place and the right time, and at the right cost.
- A value mind set aligns interests of the manger spending money with those of the owners of the money.
- He/she spends money in the interests of its owners.

Topic 190: The Three E's of VfM 2

Efficiency

- Efficiency refers to the relationship of inputs and outputs – relevant to the use of resources.
- For example teacher pupil ratio in a school; machine-hours to output ratio in a factory.
- An increase in output without a corresponding increase in input, or getting the same output as before with a reduced input indicates increase in efficiency.
- The focus of efficiency is to obtain maximum useful output from the resources devoted for an activity.

Key elements in adopting efficiency measures are:

- An awareness of the desired goals.
- A need to plan operation as efficiently as possible for all given level of resources.
- The need for structured organization.
- The provision of work instructions.

Topic 191: The three E's of VFM 3

Effectiveness

- Effectiveness means that "the service as provided meets a real need properly".
- It is an ends-oriented concept that measures the degree to which predetermined goals and objectives for a particular activity or program are achieved.

Effectiveness can be viewed in three ways:

1. Program effectiveness
   This relates to the continuing relevance of a programme, the attainment of its intended objectives, its impact and its cost-effectiveness.
2. Operational effectiveness
   This relates to the achievement of output targets, the delivery system of goods and services produced and the cost effectiveness of these systems.
3. Organizational effectiveness
   This relates to the overall capability of the organization and the interactions among strategic planning, management structures, processes and human and financial resources.

Topic 192: Summary

- Core value for the value of money is clear in all the definitions i.e. economy, efficiency and effectiveness.
- VfM then, is a requirement to maximize the use of scarce resources in our daily operations.
- Economy means doing them cheaply i.e. cost of labour, information, materials etc. are kept under control.
- Efficiency means doing things well, that is with good systems and inputs which avoid waste and rework.
- Effectiveness means doing the right things, that is achieving the objectives.
- No matter how cheap your operation is, no matter the degree of your efficiency, if your operation is not effective the effort is total waste.
- A good manager does things right (efficient).
- A good leader does the right things (effective). The importance of leadership becomes obvious.
- If it is considered that economy and efficiency are of small consequences its effectiveness is not attained.
- Most losing organizations are over managed and under led.
- Their managers accomplish the wrong things beautifully and efficiently.
- They climb the wrong wall. (Joseph Campbell, 1985)

©Copyright Virtual University of Pakistan

Lesson 33

FINANCE MANAGEMENT

Topic 193: Finance Management

What is Finance?

A broad term that defines two related activities:

- the study of how money is managed, and
- the actual process of acquiring needed funds
  - o includes: resource allocation, resource management, acquisition and investment – all money matters

What is financial management?

The efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the organization

- specialized function directly associated with the **top**

Management

What is the difference between accounting and financial management?

- financial management includes everything that involves finances, assets, and resources
- it takes part in planning, control, and decision-making
- accounting is more about reporting the financial information of a particular business entity
- records transactions, keeps, analyzes and reports financial info
- calculates and advises profit and loss of the business after a fixed tome period

Topic 194: Budgeting

- budgeting is an important part of planning
- it incorporates system of preparing and using budget, monitoring, and correction system
- it helps to achieve organization's goals, and assists in running a more effective organization

- budget is the most critical part of financial management
- a budget is simply a plant that outlines how money will be spent ; your household budget is also a plan
- forces confrontation with future
- drives the need to control future
- budget has two main features
  - **Formalized** it is written down
  - **Quantitative** it is expressed in numbers (rupees)
- budget is the means to the end

Topic 195: Budget

Key reasons for having a budget:

Goals: set a map for the future.

Effective Evaluation: goals broken into objectives/ time blocks, allow performance assessment

Compel Managers: to think and plan ahead.

Communication & Unity in the Organization: goals have to be conveyed, people convinced and performance quantified.

Restrict Expenditure: develop ability to limit how much money is spent on certain operations

Ensure that capital is not wasted on unessential items or the company does not overpay for economic resources used in the business

Budgetary factors are of two types-

(a) Resources

Including men, money, machines, markets

(b) Goals

Sales/ revenue, inventory, expenditure, production

©Copyright Virtual University of Pakistan

Topic 196: Budget Structure

- Budget structures define framework in which individual budgets are established, maintained, tracked, and controlled
- Each budget structure is composed of budget levels that indicate the budget hierarchy of the structure
- Budget structures consist of one to four budget levels that correspond to increasingly more detailed levels of budgeting in the structure.
- each budget structure has its own attributes

A Master Budget will have following levels of budgets:

1. **Operational Budget** provides all the info necessary to prepare a budgeted P&L account
2. **Financial Budget** includes cash budget, financial statement, projections other than P&L account
3. **Capital Budget** reviews all the capital Projects/ Investments
4. **Performance Reports** provide tools for monitoring and measuring success of the budget

Topic 197: Budget Preparation

Budget Formulation

Generally: 4 basic steps:

1. **Environmental statement** a scan of the operating environment against long term missions
2. **General objectives and policies** policy statement based on global needs and co-concerns
3. **A set of assumptions** item-wise assessment of operational parameters and resources available
4. **Measure goals:** Goals, broken down activity-wise, for easy monitoring and control

Forecasting

- budgets are primarily based on **past trends** - follow historical pattern
- yet, **environmental changes** which have appreciable impact, viz:

- technology upgrades,
- initiatives by rivals,
- changes in laws have to be suitably adjusted

Anticipated Forecasting

A conservative estimate of how much revenue you will have next year

- look at what you made last year, and extrapolate and forecast from that based on likely market conditions

Budget and forecast predict business results

Topic 198: Monitoring and Control

Budget Monitoring is the continuous process by which we ensure the

Action plan is achieved, in terms of expenditure and income

- ensures the economic, effective and efficient use of resources
- identification of likely opportunities and/or problems, and action

Budgetary Control

- the essence: comparing budgeted figures with performance
- • If performance is below the budgeted figure, it is known as a **negative variance**
- • If performance exceeds budgeted figure, it is known as a **positive variance**

Example:

- a negative variance in expenditure matched by a positive variance in production is a sign to Monitoring Authority that cost control measures are being efficiently implemented

Lesson 34

CONFLICT MANAGEMENT

Topic 199: Conflict Management

What is Conflict Management?

The process of limiting the negative aspects of conflict while increasing the positive aspects of conflict

- Aims to improve group outcomes, including performance in organizational setting (Rahim, 2002)

What is Conflict?

"A situation that arises when one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about"

- Can also originate from past rivalries and personality differences
- A disagreement in which parties involved perceive a threat to their needs, interests, concerns or interpretations.

Two main forms:

- **Substantive conflict** dissent over goals, resources, rewards, policies, procedures, and job assignments.
- **Emotional conflict** feelings of anger, distrust, dislike, fear and resentment, as well as relationship problems

Topic 200: Understanding Conflict 1

- A conflict is **more** than a mere disagreement - it is a situation in which people perceive a threat (physical, emotional, power, status, belief system, etc.) to their well-being.
- As such, it is a meaningful experience in people's lives, and **not to be taken lightly**
- As in any problem, conflicts contain substantive, procedural, and psychological dimensions to be negotiated
- In order to best understand the threat perceived by those engaged in a conflict, we need to consider all of these dimensions
- Participants' response is likely to be based on their perceptions of the situation, rather than an objective review of it

- People filter their perceptions, and reactions, through their values, culture, beliefs, information, gender, experience, and other such variables

Topic 201: Understanding Conflict 2

- Conflicts are normal experiences within the work environment
- They are also, to a large degree, predictable and expectable situations that naturally arise as we continue managing complex and stressful projects in which we are much involved
- As such, if we develop procedures for identifying conflicts likely to arise, as well as systems through which we can constructively manage conflicts, we may discover new openings to transform conflict into a productive learning experience
- Creative problem-solving strategies are essential to positive approaches to conflict management.
- We need to transform the situation from one in which it is 'my way or the highway' into one in which we find new possibilities which were elusive

Topic 202: Conflict Awareness Model 1

- when we say “management”, many different words might come to mind, some positive some negative
- when we say “conflict”, most often the words that come to mind are all negative
- no wonder managers perceive conflict to be a major problem at work.
- if properly managed, conflict can actually be a positive opportunity in the work place
- exploring the positive side of conflict begins with being aware of the different **types of conflict** you may encounter at work
- most can be classified in four groups

1. **Open conflict**

Occurs when people who have different interests demonstrate it with antagonistic behaviors

- This conflict is very visible and has deep roots, sometimes over several generations.
- Both the causes and the effects need to be addressed.

Topic 203: Conflict Awareness Model 2

2. **Latent conflict**

When people have different interests, but do not respond with antagonistic behavior

- This conflict lives below the surface
- It might need to be brought out into the open before it can be effectively addressed

3. **False conflict**

Occurs when people have common interests, but antagonistic behavior

- This has shallow roots
- It may be due to misunderstanding of goals
- Can be addressed by better communication and appreciation of each other's opinions

4. **No conflict**

Occurs when people have common interests and compatible behavior

- Any peaceful community is likely to face conflict sometime
- Though communities in this category are good at resolving conflict before it develops

Topic 204: Transitions in Conflict Thought

1. **Traditional View**

- Survived from the 1930's into the 1940's
- Claims that all forms of conflict hold harmful effects for an org.
- Brought about by a lack of communication between the staff
- To be avoided, by focusing on the causes and correcting these

2. **Human Relations View**

- Was popular from 1940's to 1970's
- Argued that conflict was a natural occurrence in all groups and org.
- Acceptance of conflict
- At times, conflict may even benefit a group's performance

©Copyright Virtual University of Pakistan

3. **Interactionist View**

- Widely accepted today
- Actively encourages certain types of conflict within the organization
- Because a completely cooperative, harmonious group of 'yes-men' may lead the organization into a static, non-responsive entity

©Copyright Virtual University of Pakistan

Lesson 35

TYPES OF CONFLICT MANAGEMENT

Topic 205: Functional vs. Dysfunctional Conflict 1

Functional Conflict supports the goals of a group – its presence within the organization actually improves performance

- With proper management, following beneficial results can be obtained:
- Satisfy certain psychological needs like dominance, aggression, esteem and ego, and thereby provide an opportunity for the constructive use and release of aggressive urges
- Provide creative, constructive and innovative ideas
- Facilitate an understanding of the problem, people and interrelationships between people, better co-ordination among individuals and departments, in addition to strengthening intra group relationships
- Motivate and add variety to an individual's organizational live; individual's abilities and talents come to the front in a conflict situation
- Provide diagnostic information generating cues for better management to prevent occurrence of similar

Topic 206: Functional vs. Dysfunctional Conflict 2

Dysfunctional Conflict

By comparison, acts as a barrier to the performance of the group and frustrates the objectives of the org.

- Conflicts may lead to work sabotage, morale problems, and consequent loss of productivity
- In a conflict situation people may promote their self-interests at the cost of others in the organization
- Intense conflicts over a prolonged period affect individuals emotionally and physically and give rise to psychosomatic disorders
- Conflicts affect individual and organizational performance; resolving conflicts consumes a considerable amount of managerial time and energy which could be spent more productively in the absence of conflicts

©Copyright Virtual University of Pakistan

Differentiate functional from dysfunctional conflict

- **Task conflict** relates to the content and goals of the work – **functional Relationship conflict** focuses on interpersonal relationship-dysfunctional
- **Process conflict** relates to how the work gets done - functional

Topic 207: Types of Conflict

Interpersonal conflict refers to a conflict between two individuals.

- Varied personalities may result in incompatible choices and opinions.
- A natural occurrence, can eventually help in personal growth or developing relations with others.

Intrapersonal conflict

Occurs within an individual - the experience takes place in the person's mind

- Psychological, involves individual's thoughts, values, principles and emotions.
- Inability to read inner struggles can make it quite difficult to handle

Intragroup conflict

Happens among individuals within a team

- Cause: incompatibilities and misunderstandings among these entities
- Within a team, can be helpful in coming up with decisions which will eventually allow them to reach their objectives as a team

Intergroup conflict

When misunderstanding arises among different teams within an org.

- Due to the varied sets of goals and interests of these different groups
- Or a rivalry in resources
- Or the boundaries set by a group to others which establishes their own identity as a team

©Copyright Virtual University of Pakistan

Topic 208: Sources of Conflict

Daniel Katz (1965), identified three sources

1. **Economic conflict** involves competing motives to attain scarce resources

- each party wants to get the most that it can
- behavior and emotions of each party is directed toward maximizing its gain

2. **Value conflict** involves incompatibility in ideologies - the preferences, principles and practices that people believe in

3. **Power conflict** when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship

Most conflicts are not of a pure type, but involve a mixture of sources; e.g. :

Union-management conflict typically involves economic competition, but may also take the form of a power struggle and often involves different political values

Topic 209: Conflict Management Techniques 1

Forcing also known as competing.

- An individual firmly pursues own concerns despite the resistance of the other person
- May involve pushing one viewpoint at the expense of another or maintaining firm resistance to another person's actions.

Possible advantages

- May provide a quick resolution to a conflict
- Draws respect when firm resistance were a response to an aggression or hostility

Limitation

- May negatively affect your relationship with the opponent in the long run

Win-Win (Collaborating)

Also known as problem confronting or problem solving.

- Sees this as an opportunity find a mutually beneficial result
- Includes identifying the opponents' concerns and finding jointly acceptable solution

©Copyright Virtual University of Pakistan

Possible advantages

- Leads to solving the actual problem
- Builds a foundation for effective collaboration in the future

Limitations

- May require more effort and more time than some other method
- May not be practical for quick solution

Topic 210: Conflict Management Techniques 2

Compromising

Looks for an expedient and mutually acceptable solution which partially satisfies both parties

- For example, when the goals are moderately important and not worth the use of more assertive or more involving approaches, such as forcing or collaborating

Possible advantages

- Faster issue resolution
- More practical when time is a factor
- Lowers the levels of tension and stress

Limitations

- May result in a situation where both parties are not satisfied with the outcome (a lose-lose situation)

Smoothing also known as accommodating

- Accommodating the concerns of other people first of all, rather than one's own.
- When it is important to provide a temporary relief from the conflict or buy time until you are in a better position to respond/push back

©Copyright Virtual University of Pakistan

Lesson 36

STRESS MANAGEMENT

Topic 211: Stress Management

What is Stress

- The reaction people produce to excessive pressures or demands placed upon them - arises when they worry that they cannot cope
- Body's reaction to a change that requires a physical, mental or emotional adjustment or response
- **Stress** may be defined as "a state of psychological and / or physiological imbalance resulting from the disparity between situational demand and the individual's ability and / or motivation to meet those demands."
- **Stress** is often termed as a twentieth century syndrome, born out of man's race towards modern progress and its ensuing complexities
- Stress occurs when the pressure is greater than the resource.
- S = P > R

Topic 212: Hans Selye's Model of Stress

- Hans Selye (1907- 1982) was a Hungarian endocrinologist; was first to give a scientific explanation for stress:

An event that threatens an organism's well-being (a stressor) leads to a 3-stage response:

Stage 1: Alarm

Stage 2: Resistance

Stage 3: Exhaustion

Stage 1: Alarm

The " Fight or Flight" response that prepares the body for immediate action

- Sympathetic nervous system is activated
- Adrenalin released into the bloodstream to meet the threat/ danger
- Body's resources now mobilized

Stage 2: Resistance If

The source persists, the body prepares for long-term protection, secreting hormones to increase blood sugar levels

- Common and not necessarily harmful, but must include periods of relaxation and rest to counterbalance the stress response

Stage 3: Exhaustion If stressor continues beyond body's capacity, organism exhausts resources (emotional, physical and mental)

- Body experiences adrenal exhaustion,
- Lesser stress tolerance
- And becomes susceptible to disease, collapse, even death

Topic 213: Levels of Stress

Stress can be both positive and negative.

- It is our response to stress—how we manage stress—that makes a difference in terms of how it affects us.

EUSTRESS

Good stress resulting from pleasant events or conditions

- nature: curative
- positive cognitive response to stress that is healthy
- gives positive feeling of fulfillment
- significantly positive correlation with life satisfaction and hope

DISTRESS

Stress resulting from unpleasant events or conditions

- **Bad stress**
- If a stimulus we react to is negative, we are actually feeling "distress" though we label it as stress. e. g. death of a close friend

Acute stress

- Resulting from specific events or situations that involve novelty, a threat to ego, unpredictability, and leave us with a poor sense of control

Chronic stress

It is a prolonged stress that exists for weeks, months, or even years – due to poverty, broken families

Topic 214: Potential Stressors 1

- Factors that cause stress are called "Stressors"

ORGANIZATIONAL LEVEL STRESSORS

Organisational Climate: A high pressure environment which places chronic work demands on employees fuels the stress response

Organisational Structure defines the levels of hierarchy, the degree of rules and regulations and where decisions are made.

- Excessive rules and lack of participation in decisions are examples of structural variables that might be potential stressors

Organisational Leadership represents the managerial style of the organisation's senior executives

- Some chief executive officers create a culture characterised by tension, fear and anxiety

Organisational Changes when changes occur, people have to adapt to those changes and this may cause stress

Occupational Demands some jobs are more stressful than others

- Jobs that involve risk and danger produce more stress

Topic 215: Potential Stressors 2

Work Overload Excessive work load puts a person under great pressure and leads to stress - work overload may take two forms:

Qualitative: a job that is complicated or beyond the employee's capacity

Quantitative: too many activities to be performed in prescribed time

Work Under-load: very little work, or too simple or repetitive work is done by the employee

- Doing less work or jobs of routine and simple nature would lead to state of monotony and boredom
- Which can lead to stress

©Copyright Virtual University of Pakistan

Working Conditions: employees may be subject to poor working conditions – e.g. poor lighting and ventilations, excessive noise and dust, etc.

- Unpleasant conditions create physiological and psychological imbalance in humans thereby causing stress

Second-hand Stress

- Workers who always appear rushed and busy increase the stress levels of almost everybody whom they came in contact with throughout the day
- Overall team productivity actually decrease due to raised stress levels

Topic 216: Stress Control

Organizational Strategies

Role Analysis Technique (RAT): helps both the manager and the employee to analyse the requirements and expectations from the job

- Helps to eliminate reduction of work and thus lowers down the stress level

Delegation: can directly decrease workload upon the manager and help to reduce the stress6)

More Information & Help: helping inexperienced/ less-informed employees would lead to much efficient, effective work

- Would also reduce anxiety and stress

Organizational Stress Management Program Targets

- Redesigning work to minimize stressors
- Creating more flexible work hours
- Better communication and team-building practices
- Better feedback on worker

Lesson 37

CHANGE MANAGEMENT

Topic 217: Change Management

What is Change?

- To make the form, nature, content, future course etc. of something different from what it is or from what it would be if left alone.

What is change management?

"A systematic approach to dealing with change, both from the perspective of an organization and on the individual level".

"To define and implement the procedures to deal with the changes and to profit from changes opportunities".

What IS, and IS NOT, Change Management (CM)

- CM **is not** a stand-alone process for designing a business solution
- CM **is** the processes, tools and techniques for managing the people-side of change
- CM **is not** a process improvement method
- CM **is** a method for reducing and managing resistance to change when implementing process, technology or organizational change
- CM **is** a necessary component for any organizational performance improvement process to succeed

Topic 218: Change Implications

- modern organizations face constantly varying

→ **market conditions,**

→ **customer demands,**

→ **technologies,**

→ **input costs** and

→ **competition**

They must adapt to these shifting forces to avoid being swallowed up by other companies

Change management is managing the impact that these crucial adaptations can have on the people of an organization

Four typical responses to change are:

- the critic who opposes the change
- the victim who panics
- the bystander who

Ignores the change

- the navigator who is empowered to work with the changing circumstances

The challenge for manager is to help people become navigators

Organizations must continually adapt in order to survive – to create change navigators

Topic 219: The Change Framework

- No two changes are exactly alike, nor are any two organizations
- The application of change management should never become so **automatic and rote** that it becomes like a "recipe" of tasks
- the result may be that you learn the **'how'** but not the **'why**‘

Understanding the 'why' makes you better at the 'how‘

The right approach: specific to the situation

- Lacking understanding of the 'why' behind your actions as a change manager, changes may fail even when sound change management processes are followed
- Work like a ‘**chef**’ not as a ‘**cook**’
- A cook does exactly as the recipe calls for – follows steps – but does not know **why** the recipe works
- May be surprised at the outcome – and not always pleasantly!
- Changes in temperature and other variables can affect the results greatly
- A chef **understands the chemistry** of what is occurring, and knows the 'why' behind each element of the recipe
- When variables change, chefs can **adjust** to create the outcome they want

Topic 220: Resistance to Change

- Many change-managers assume that by building **Awareness** of the need for change, they have also created for workers a **Desire** to engage in that change
- Assumption is that desire automatically follows awareness
- It is a **mistake!**

The normal reaction to change is resistance

- The current state has great **holding** power
- The possibility of losing what we have grown used to & comfortable with creates **worry**, **anxiety** and **fear**.
- Future state is often unknown or ill-defined - uncertainly creates fear

The key message

Because resistance to change is normal

Resistance should be expected

- As such, our planning activities should be designed to soften that resistance
- Manage resistance early and at its source
- For effective change management shift from preventing and managing resistance to engaging employees and building enthusiasm and passion around the change
- Accept resistance
- Enable mangers
- Do not overlook culture

Topic 221: Change is a Process (1)

Change occurs as a process, not as an event change in org. does not happen instantaneously because there was a notice, an announcement, or order

- Individuals do not change just because they received an email or attended a training program
- When we experience change, we move from what we have known and done, through a period of transition to arrive at a desired new way of behaving and doing our job.
- Treating change as a process is the central component of successful change management

©Copyright Virtual University of Pakistan

- Breaking down the change into distinct phases allows you to better tailor your approach to ensure employees successfully adopt the change

Topic 222: Change is a Process (2)

- **Whatever** the change, technological, business processes or a new reporting structure, there is always a Current State (how things are **done today**), a Future State (how things **will be done**) and a Transition State (how we will **move from** point A to point B).

1. The Current State

- The collection of processes, behaviors, tools, technologies, structures and job roles that constitute how work is being done
- It may not be working great, but it is familiar and **comfortable** because we know what to expect.

2. The Transition State

- It is messy, constantly changing, unpredictable and often emotionally charged – **challenging**
- Productivity declines
- Requires us to accept new perspectives and learn new ways of behaving, while still keeping up our day-to-day efforts running

3. The Future State

- It is where we are trying to get to - often not fully defined, and can actually shift during our efforts
- Can often be **worrisome** – it may not match our personal and professional goals, and there is a chance that we may not be successful

Lesson 38

MODELS OF CHANGE

Topic 223: Kotter's Model of Change

John Kotter (1996) has outlined an eight-step model for effective change efforts

- **Steps 1–4** help unfreeze the status quo
- **Steps 5–6** introduce new practices, and
- **Steps 7–8** ground the changes in a new culture to ensure sustainability



http://holistika7.com/wp-content/uploads/Kotters-8-Steps-for-managing-change.png

- **Steps 1–4** help unfreeze the status quo

❖ create conditions for change

- **Steps 5–6** introduce new practices

❖ introduce new practices

- **Steps 7–8** ground the changes in a new culture for sustainability

❖ maintain momentum

Topic 224: Managing Change (1)

Step 1: Create a Sense of Urgency Help others see the need for change and the importance of acting immediately

- Identify the key stakeholders, groups, and individuals in the org. who must feel the need for change
- To make the case for change, it is essential to **talk** about the need for change, the **consequences of not changing**, and the ways to solve the problems
- Ensuring a sense of urgency among people is crucial to getting cooperation for change

Step 2: Pull Together the Guiding Team

Make sure there is a powerful group guiding the change—one with

- leadership skills,
- credibility,
- communications ability,
- authority,
- analytical skills, and
- a sense of urgency
- remember that one person cannot implement wide-scale change; a **coalition is essential**
- when building a guiding coalition, think whether they have the right mix of skills, knowledge, and capabilities
- ensure that they do!

Topic 225: Managing Change (2)

Step 3: Develop the Change Vision and Strategy deciding what to do

- clarify how the future will be different from the past, and how you can make that future a reality
- leaders must create a **compelling vision** – & a **strategy** to realize it
- the vision must answer the questions

  "What do we want to achieve?" and

"Where do we want to be in the future?"

It is important that the guiding coalition be instrumental in the creation of the vision and strategy

Step 4: Communicate for Understanding and Agreement making it happen

- after determining vision and strategies, they must be effectively communicated
- failure to implement change is often the result of under- or poor-communication
- ensure that max others understand and accept the vision and strategy
- an environment must be established where concerns can be brought forward and discussed without fear of retribution
- accept and plan for resistance – resisters help to clarify the issue

Topic 226: Managing Change (3)

Step 5: Empower Others to Act Remove as many barriers as possible so that those who want to make the vision a reality can do so

- systems or structures that undermine the change vision, and other obstacles to change, must be changed / eliminated:
- set short-term goals
- encourage people to speak up – and differ
- encourage people to take risks – give them freedom
- tell people as much as you know – do not hide
- encourage personal reflection and learning
- give training / support
- encourage teamwork

Step 6: Produce Short-Term Wins create some visible, unambiguous successes as soon as possible

- demonstrate success of the initiative
- plan and create the wins – be sure to visibly recognize and reward people who made the wins possible

©Copyright Virtual University of Pakistan

Topic 227: Managing Change (4)

Step 7: Don't Let Up press harder and faster after the first successes

- be relentless with instituting change after change until the vision becomes a reality
- you may have to change systems, structures, and policies that do not fit the transformation vision

Kotter recommends that to solidify the changes you should:

- hire, promote, and develop people who can implement the change vision
- strengthen the process with new projects, themes, and change agents

Step 8: Create a New Culture hold onto the new ways of behaving and make sure they succeed until they become a part of the very culture of the group

- also, develop a means to ensure leadership development and succession
- remember that changing culture comes last, not first.
- it is only after people change their actions that there can be a change in culture

Topic 228: Summary

What to expect from change

- sense of loss/confusion
- mistrust/ a "me" focus
- fear of letting go of that which led to success in the past
- people holding onto and valuing the past
- high uncertainty, low stability, high emotional stress – high conflict

Addressing mind-set

- learn the change-matter thoroughly yourself
- explain the purpose of change
- convey the benefits
- link daily activities to their higher purpose and benefits
- paint a picture of the successful future
- build relationships

©Copyright Virtual University of Pakistan

Lesson 39

ORGANIZATIONAL CHANGE

Topic 229: Organizational Change

What is Organizational Change?

- The process by which organizations move from their present state to some desired future state to increase their effectiveness.
- Aims to increase an organization's ability to create value by finding better ways of using resources and capabilities.

Need for Change

Based on external or internal forces. Performance gap disparity between existing and desired performance levels.

- Current procedures are not up to standard.
- New idea or technology could improve current performance.

Targets of change include improving effectiveness at four different levels:

- Human resources
- Functional resources
- Technological capabilities
- Organizational capabilities

General Rule:

Change is bottom up.

Topic 230: Targets of Change (1)

Human Resources

Changes include:

- Investment in training and development.
- Promotion and reward systems.
- Restructuring the top- management team.
- Socializing employees into the organizational culture.
- Changing organizational norms and values to motivate aa multicultural and diverse workforce.

Functional Resources

Changes Include:

- Transferring resources to the functions where the most value can be created in response to environmental change.
- An organization can improve the value that its functions create by changing its structure, culture and technology.

Topic 231

Targets of Change 2

Technological capabilities

Change include:

- Efforts aimed at giving an organization the capacity to change itself in order to exploit market opportunities.
- Adoption and use of new technologies.
- Development of new products/technologies and modifying the existing ones.
- Technological capabilities are a core competence.
- Changing organizational design.
- Changing strategy.
- Culture and structure.
- Changes that penetrate entire organization.

Topic 232: Types of Change

Successful organizations simultaneously take up two types of planned change.

Evolutionary change:

- Change that is gradual and narrowly focused – incremental.

Revolutionary change:

- Which is sudden, drastic and broadly focused – transformational.

Evolutionary Change

- Sociotechnical Systems Theory: Changing role and task or technical relationships to increase organization's effectiveness.

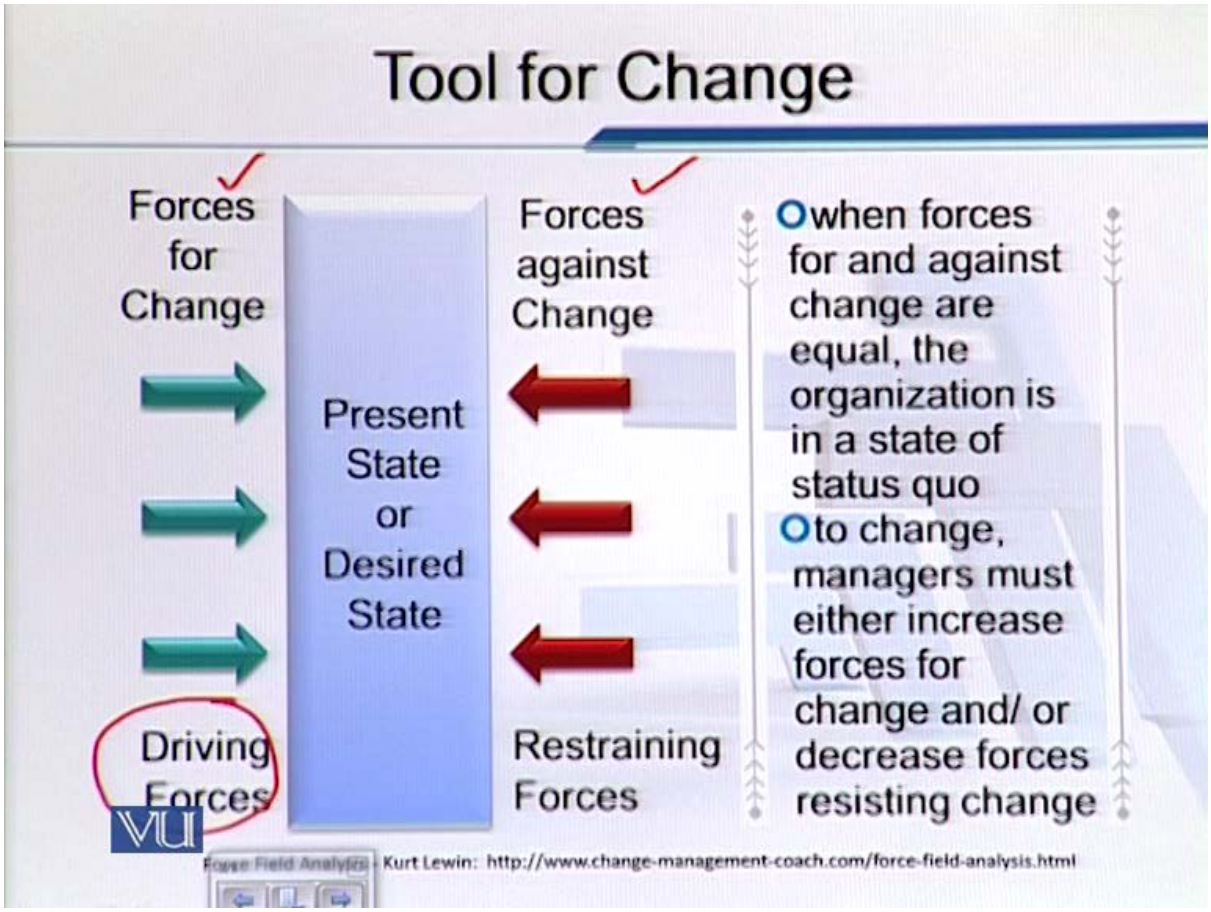
©Copyright Virtual University of Pakistan

Topic 233: Tool for Change

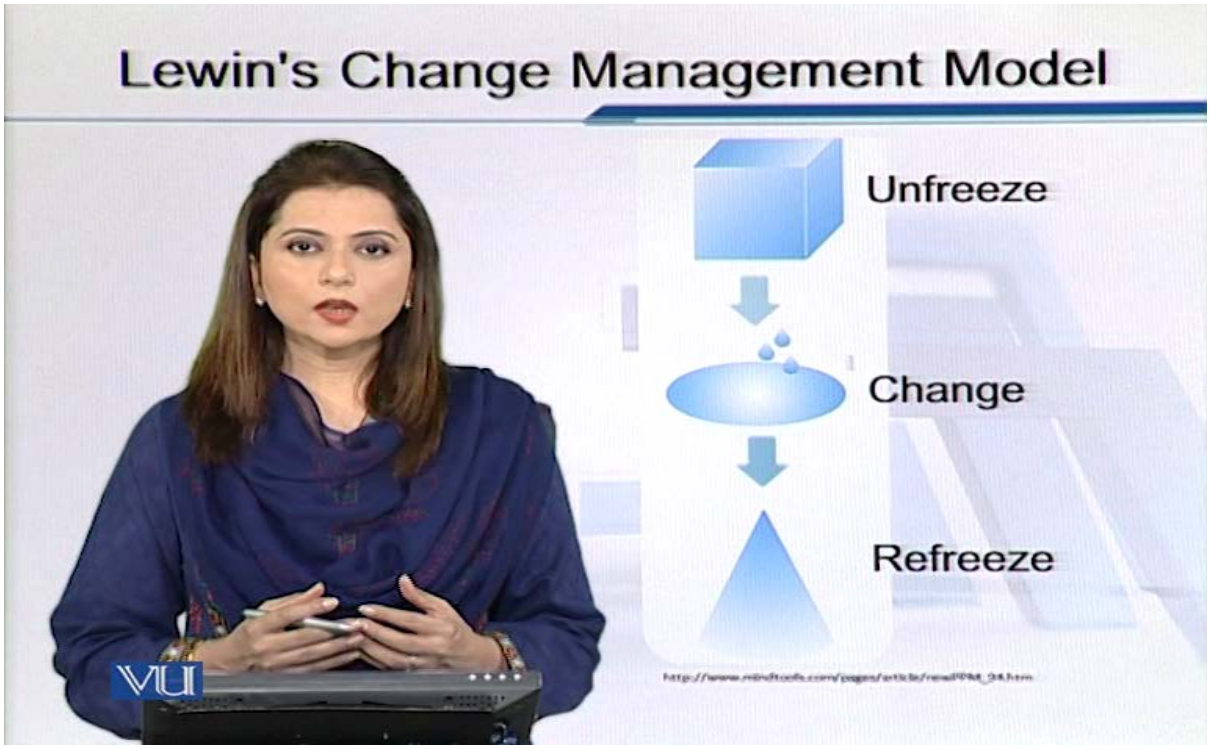
Force Field Analysis – Kurt Lewin

Force field analysis a powerful strategic tool used to understand what is needed for change.

- Two sets of opposing forces within an organization determine how change will take place.
- Forces for change and forces against or resistant to change.



Topic 234



Unfreeze preparing the organization to accept that change is necessary – involves breaking down the existing status quo.

- Start at the core – challenge the beliefs, values, attitudes and behaviors that currently define the organization.
- Prepare compelling message why change?

Change people begin to resolve their uncertainty and look for new ways to do things – they start to believe and act in ways that support the new direction.

- People to understand how the changes will benefit them.
- Hands on management is the best approach.

Refreeze people and the organization internalize or institutionalize the changes.

- Ensure that changes are used all the time and are incorporated into everyday business with a new sense of stability, employees feel comfortable with the new ways of working.

©Copyright Virtual University of Pakistan

Lesson 40

ORGANIZATIONAL CULTURE

Topic 235: Organizational Culture

- The topic of organizational culture is increasingly understood as a company asset that can be used to increase business performance.
- Culture of an organization greatly influences its countless decisions and actions.

What is organizational culture?

Pattern of shared values and beliefs that produce certain norms of behavior is called organizational culture.

For example, how things are done, for some, culture is considered the" glue" that holds an organization together and for others, the "compass".

It is a system of meaning that members share and that distinguish the organization from others dominant cultures core values shared by the majority of organization's members subcultures core values of the dominant culture plus additional values unique to the members of the department/geography.

Topic 236: Elements of Organizational Culture

1. Artifacts – symbols of culture in the physical and social work environment.
2. Values: following are the values

Espoused: what members of an organization say they value.

Enacted: reflected in the way individuals actually behave.

3. Assumptions are deeply held beliefs that guide behaviors and tell members of an organization how to perceive and think about the things.



Topic 237: Functions of Organizational Culture

Managing internal integration

- Creating a common language and conceptual categories.
- Defining group boundaries and criteria for inclusion/exclusion.
- Distributing power and status.
- Developing norms of intimacy and friendship.
- Defining and allocating reward and punishment.
- Explaining the unexplainable ideology and religion.
- Mission and strategy will be shared understanding of primary tasks.
- Goals are derived from mission.
- Means – how goals should be achieved.
- Measurement – determining how well the group is doing.

Managing external adaptation

- Correction – remedial and repair strategies.
- Focus on the external problems.
- Successful management of external problems will determine your success.
- Leadership and culture are intertwined.

Topic 238: Organizational Culture and Performance

- Kandula (2006): the key to good performance is a strong culture. A positive and strong culture can make an average individual perform and achieve brilliantly.
- A negative and weak culture may demotivate an outstanding worker to underperform.
- Magee (2002) contends that without considering the impact of organizational culture, organizational practices such as performance management could be counterproductive because the two are interdependent and change in one will impact the other.
- Due to difference in organizational culture, same strategies do not yield same results for two organizations in the same industry and in the same location.

Topic 239: Types of Organizational Culture

Clan oriented cultures are family-like, with a focus on mentoring, nurturing and doing things together.

Adhocracy oriented cultures are dynamic and entrepreneurial, with a focus on risk taking innovation and doing things first.

Market oriented cultures are results oriented with a focus on competition, achievement and getting the things done.

Hierarchy oriented cultures are structured and controlled with a focus on efficiency, stability and doing things right.

©Copyright Virtual University of Pakistan

Hierarchy and market focus on stability. Clan and Adhocracy focus on flexibility and adaptability.

A hierarchy culture based on control will lead mainly to incremental change.

A focus on adhocracy will lead to innovative, breakthrough change.

Topic 240

Is there any difference between organizational and corporate culture?

- Both are usually used interchangeably.
- Both refer to the shared values, outlooks and approaches within an organization.
- However corporate culture focuses on for-profit corporation.

Lesson 41

BARRIERS OF DECISION MAKING

Topic 241: Decision Making

The process of:

- Examining your possibilities and options,
- Comparing them &,
- Choosing a course of action.

Some decisions are comparatively simple:

- For example: Is this assignment now ready to be sent to my teacher?

Conversely, some decisions are complex:

- For example: Which of these candidates should I select for the job?

Simple decisions require simple process of decision making.

But difficult decisions involve issues like these:

Uncertainty---- many facts may not be known.

Complexity----- many interrelated factors are to be considered.

High-risk consequences----- impact of decision may be substantial and serious.

Alternatives---- each has its own set of uncertainties and consequences.

Interpersonal issues----- it can be difficult to predict how other people will react.

Topic 242: Six C's of Decision Making

A model of decision making:

1. Construct
2. Compile
3. Collect
4. Compare
5. Consider
6. Commit

Construct a clear picture of precisely what must be decided.

Compile a list of requirements that must be met.

Collect information on alternatives that meet the requirement.

Compare alternatives that meet the requirements.

Consider the "what might go wrong" factor with each alternative.

Commit to a decision and follow with it.

Topic 243: Barriers of Effective Decision Making (1)

Psychological biases

- Decision makers do not always behave in an objective manner in the way they gather, evaluate, and apply information in making their choices.
- People have biases that interfere with objective rationality.
- These are reflected in:

a) Illusion of control

People's beliefs that they can influence events, even when they have no control over what will happen. Such overconfidence in business may be tragic- decision makers ignore risks and fail to objectively evaluate the odds of success.

b) Framing effects

Decision bias influenced by how the problem or decisions alternative is phrased or presented. For example, course A had 70% chance of profit and course B 30% chance of loss- the choices were equivalent – manager selected course A. (Bateman and Zeithaml)

c) Discount the future

A bias giving short term costs and benefits more weightage than longer term costs and benefits. For example, many people would avoid going for dental check-up now even though condition may worsen in future. Negative long term consequences.

Topic 244: Barriers to Effective Decision Making (2)

Time pressures

Today's fast business setting asks for acting quickly- slow decisions may become irrelevant. But fast decisions may ignore caution, supress conflict and make decisions on one's own without consulting other.

Managers – cut quality

Speed-trap = dangerous

Social realities

Many decisions are made by a group rather than by an individual manager.

In slow moving firms, interpersonal factors decrease decision-making effectiveness.

Even the manager acting alone is accountable to the boss and to others and must consider the preferences and reactions of many people.

Important managerial decisions are marked by conflict among interested parties.

Therefore, many decisions are the result of intensive social interactions, bargaining and politicking.

Topic 245: Decision Making in Groups

- Spitzer and Evans (1997) advise that in today's complex business environment, significant problems should always be tackled by groups.
- Hence it is important to understand how groups operate and how to use them to improve decision making.
- The basic philosophy "two heads are better than one".
- If enough time is available, groups usually make higher quality decisions than most individuals acting on their own.
- However groups often are inferior to the best individual. (Hill, 1982)

Advantages of using a group:

- More information is available when several people are involved in making the decision.
- Multiple perspectives to solve the problem are available.
- Group discussions offer intellectual simulation.

Topic 246: Common Decision Making Errors

Hearing and seeing only what we want

- Each individual has their preferences or biases which gravitate them to certain information.
- Best way to deal with this issue is to identify your biases and preferences and to be open to the information when making decision.

Excessive reliance on the information from others

We often rely on certain individuals for information and support. Usually suitable – but if not closely involved in the problem situation they may not have the necessary information or knowledge to help make decision.

Placing too little emphasis on the information you receive from others

Members of team are most closely involved in a problem situation and have the most pertinent info in relation to the problem--- solution: involve team members in the decision making process.

Ignoring your intuition

On many occasions we are actually aware at a subconscious level of the correct course of action. Unfortunately, we often tend to ignore our intuition. Intuition is useful in non-standard situations and in expedient decision making.

Lesson 42

TOTAL QUALITY MANAGEMENT

Topic 247: Total Quality Management

What is quality?

"Meeting and exceeding the implied and stated needs of the customer"

Who is a customer?

(Also called client) is the recipient of a good, service, product, or idea, obtained from a seller, or supplier for monetary or other consideration of value

- **external customer**: the end user
- **internal customer**: other divisions of the company that receive the processed product

Customer satisfaction?

A measure of how products and services supplied by a company meet or surpass customer expectations

What is TQM?

- The integration of all functions and processes within an organization in order to achieve continuous improvement of the quality of goods and services
- A preventive culture to get things done right the first time

Total

- Made up of the whole

Quality

- Degree of excellence a product/ service provides

Management

- Act, art or manner of planning, controlling, and directing

TQM is the art of managing the whole (org) to achieve excellence

Topic 248: Absolutes of Quality

Philip Crosby - Quality is Free (1979)

- Quality is **defined** as conformance to requirements, not "goodness"
- The **system** for achieving quality is prevention, not appraisal

Philip Crosby - Quality is Free (1979)

- The performance **standard** is zero defects, not "that's close enough"
- The **measurement** of quality is the price of non-conformance, not indexes

The Framework of TQM

- Everyone in the organization must be committed to quality
- Relationships are changed within the organization
- Departments become customers of and suppliers to other departments – internal customers

The Framework of TQM

- These supplier/ customer relationships should ensure a chain of quality throughout the organization
- Weak links in this chain can be identified and strengthened
- Use of better working practices and worker commitment to quality

Topic 249: TQM and Continuous Improvement

- TQM aims for continuous improvement in all work
- It leads to continuously improving processes, technology, and people and machine capabilities in the org.
- The **key idea** is that mistakes can be avoided and defects can be prevented
- Mistakes may be made by people, but most of them are caused, or at least permitted, by faulty systems and processes.
- As such, root cause of such mistakes can be identified & eliminated, and errors prevented by changing the process (Gilbert, 1992)

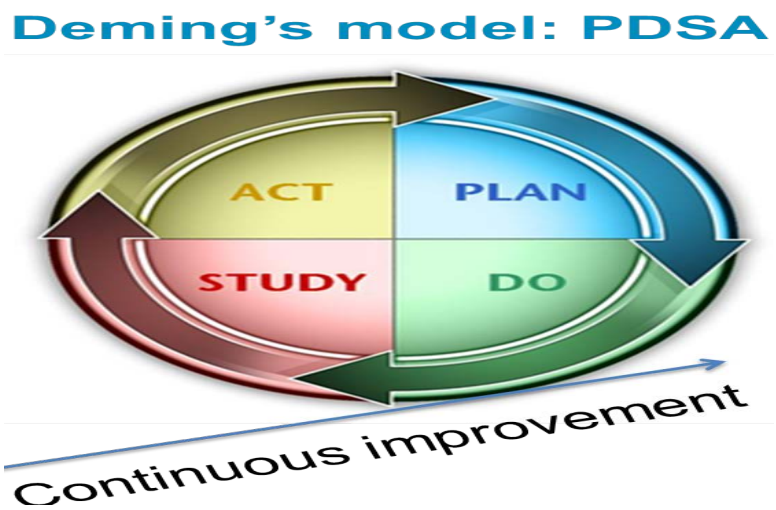
Major tools:

1. **Preventing** mistakes (defects) **from occurring** (mistake-proofing or poka-yoke).
2. Where cannot be absolutely prevented: **detecting them early** to prevent them being passed down the value-added chain (inspection at source/ next stage)
3. Where mistakes recur: stopping production until the process can be corrected, to prevent the production of more defects

Topic 250: Implementation Principles and Processes

- Preliminary step is to **assess current reality of the organization**
- i.e. org.'s history, its current needs, events that lead to TQM, and the existing quality of employee's working life
- If org. track record is of active responsiveness to environment, it will be easier to implement
- If an org. has been historically reactive and has no skill at improving its operating systems, there will be employee skepticism, and a **lack of skilled change agents** as well
- A management audit will identify current levels of org. functioning and areas to change
- An organization should be **basically healthy before beginning TQM**
- If it has significant problems such as an unstable funding base, weak administrative systems, lack of managerial skills, or poor employee morale, **TQM would not be appropriate** - Tichey'83

Topic 251: Steps in Managing the Transition



PLAN

- establish objectives
- establish a plan that will facilitate achieving goal
- establish a system of measurement

DO

- plan for implementation
- implement the plan on pilot basis

STUDY

- compare the results with the objectives
- identify gaps
- analyze the causes for gaps and exceptional results, if any

ACT

- Standardize procedures that met/exceeded goal
- If gaps, improve plan, & carry out PDSA again

Topic 252: TQM and ISO

ISO – International Organization for Standardization – established in 1947 to "facilitate the international coordination and unification of industrial standards"

- A management system to **monitor** the **functions** and **data** of a specific organization.
- ISO describes the **functions and the actions** that you need to be able to have the minimum standard of quality systems in place.
- ISO can be considered as a **tool to implement TQM**, and also has some requirements like **strict documentation** for audit purposes.
- You can easily monitor your records with ISO management system.
- TQM focuses on finding the best and maximum results, and how to get to them – it is a management program based on quality – TQM does not require any kind of documentation.
- ISO is a program to help you with the management process.

- TQM more of a program, it helps you become involved in the whole process in the proper manner.
- ISO requires more sophisticated data analysis.
- TQM is more practical.

©Copyright Virtual University of Pakistan

Lesson 43

EDUCATIONAL ADMINISTRATION

Topic 253: Educational Administration

"The **systematic arrangement of human and material resources and programs** that are available for education**,** and **carefully using them systematically** within defined guidelines or policies, to achieve **educational goals" (Nwanko 1987).**

- Educational Administration (**EA**) is connected with:
  - educational management,
  - conduct,
  - operation, and
  - management of **whole** educational operation from conceptual framework to line of action
  - is concerned with the efficiency and commitment that the available manpower puts together to help in goal realization
  - adopts practical measures to ensure the work system assists educational process, & meets with the set goals and objectives

Topic 254: Nature of Educational Administration

- Educational institutions have constantly changing environment.
- About ¼th of their student population changes every year.
- Faculty/staff do not stay in the same place ever.
- So, there must always be a refreshing change in line with situation in the institution.
- Educational institutions must constantly identify and implement improvements in their setup – procedures, curricula, new needs and technologies.
- EA is to update teaching-learning process ensuring that the objectives are realized.
- Edu.admin.is not a thing of intellectual beauty but a hub of educational activities, where all excellent ideas policies and practices fail, in absence of good administration.
- It is the attitude of work, and efficiency in implementation.

©Copyright Virtual University of Pakistan

Topic 255: Objectives of Educational Administration 1

- Execute: plans
- Direct: line of action
- Supervise: work done
- Advice: proper ways
- Stimulate: efficiency
- Explore: new vistas
- Lead: learners' program
- Assist: ways to adopt results and diagnose, all the practices done in the field of education

Execution lays foundation of an institution

- collects and puts resources together

Material resources building, furniture, labs…

Non-material resources i.e. human resources - managers, teachers….

Abstract resources ideas, ideals, philosophy

Direction fixes the aims which are generally contained in the 'Motto' of the educational institution

- Direction is needed continuously to remain focused till the 'Motto' is achieved
- For example, curriculum divided term-wise; must essentially be obeyed

Topic 256: Objectives of Educational Administration (2)

Supervision

Quality of supervision adds to quality of work

- Supervision is doubly needed in teaching and learning i.e. supervision in material resources and human resources
- Accomplishment of learning program is an indispensable task of EA

©Copyright Virtual University of Pakistan

Advise & Stimulate

Take an analytical view, and then advise and stimulate new ways

- First observe the planned program, see the results of all those program, and weigh them wisely
- Promote new plans and see their feasibility for introduction in the task

Explore

Research & re-organize the whole program of education

- Explore if there is any set-back or room for improvement in the set program and plans
- Explore new methods, techniques and devices
- Education is a nonstop process – explore/reorg

Lead & Assist

Program needs to be initiated properly and directed well

- The objectives of EA become workable when they are assisted properly
- To run, handle and control whole program needs proper monitoring

Topic 257: Scope of Educational Administration (1)

- The scope of EA is quite widespread
- It includes all types of activities that take place in the field of teaching-learning task
- Administration must first **conceive all round development** of education and then ensure the **maximum development**

1. Planning: an activity which leads to future course of action

Tt ensures:

(i) Recognition of goals

(ii) Proper use of resources

(iii) Prevention of wastage, overlapping and haphazard efforts

(iv) Definiteness and orderly execution

2. Budgeting: quantitative expression of a plan for a defined period of time

- A process of giving an estimated account of revenues and expenditures
- Expresses strategic plans of the org.'s activities or events in measurable terms

Topic 258: Scope of Educational Administration (2)

3. Organizing: systematic arrangements of:

(i) **Material equipment**

Buildings, furniture, libraries, laboratories, workshops, etc. to supplement learning

(ii) Human equipment

All persons involved in teaching-learning situations to contribute – students, teachers, HM…

4. Communicating

- Includes all the means, both formal and informal, by which information is passed up, down, and across the network of bosses, managers and staff
- Internal comm. is vital for relations and getting the job done – external is critical for survival

5. Coordinating

"Task of inter-relating various parts of the work".

- Division of labor exists in the working of an org
- As such, overall work is divided in components
- Each component is a responsibility of an individual or a group
- Coordination needed for goal accomplishment

Topic 259: Scope of Educational Administration 3

6. Controlling

- Ongoing activity to verify whether things are progressing as planned
- Goals are expected to be achieved as specified in time, quantity, place, etc.
- Necessary to ensure compliance with set plans and curb/ restrain deviation–use authority

©Copyright Virtual University of Pakistan

7. Decision making

- Reaching a judgment or conclusion regarding an issue
- Org. decision making is an institutionalized process – end product of combined efforts of people at diverse levels
- Decision is made from alternatives submitted to the decision maker

8. Staffing

- Whole personnel function of bringing in and training the staff, and maintaining positive work conditions
- Includes recruitment, dismissal, resignation, and retirement, staff health, safety and welfare, training, salary and wages, etc.
- The manpower needs

©Copyright Virtual University of Pakistan

Lesson 44

Role of School Administration

Topic 260: Role of School Administrator

The school administrator has two important functions:

1. Administration of the school.
2. Supervisions of the personnel involved in teaching and learning includes everything in school: the plant, staff, curriculum, techniques and methods, co-curricular……

In old authoritarian schools, where the school administrator was a dictator, the SA (School administrator) only needed ability to inspire awe/fear in students and staff and all went well.

Now the emphasis is more on freedom of participation and reciprocal cooperation.

Leadership in democracy is known by the personalities it enriches, not by those it dominates or captivates.

- SA has to earn the leadership.
- Must come into close contact with teachers, students and parents.
- Earn trust.

Topic 261: Role of School Administrator 2

Community Leader

- SA needs to study their community thoroughly, learn its resources of wealth and deploy accordingly.
- Produce a continuous long term improvement programme.
- Exercise initiative to meet new needs.

Improvement of instruction

- The most important role – calls for deliberate, long-range planning.
- Requires creative, cooperative and constructive supervisions.
- Classroom visitation, patient work with teachers over time.

Curriculum Development and improvement

- Learning at school be constantly adapted to emerging needs/changes.
- Accept experiments.
- Be open to new ideas – encourage inquiry.
- Follow up studies of dropouts/slow learners.
- Provide time and space for curriculum work.

©Copyright Virtual University of Pakistan

Topic 262: Role of School Administrator (3)

School plant management

- It includes all permanent and semi-permanent structures/educational facilities in the school used for the achievement of all educational objectives: site, buildings, physical equipment, recreational spaces, textbooks, etc. (Olchuckwu, 2002)
- Desirable levels of students' academic performance may not be possible where instructional spaces such as classrooms, libraries, technical workshops and laboratories are lacking or ill-planned. (Ajayi, 2007)
- SA to ensure that every possible opportunity is realized to have the physical plant contribute positively to the approved educational process:
  1. Planning plant facilities
  2. Equipping the facilities
  3. Utilizing and maintenance

Topic 263: Functions of School Administrator

The SA has three fundamental functions:

- Administering meaning
- Administrating community
- Administering excellence

Administering meaning

- To provide opportunities to students to discover meaning in their world – the meaning of nature, of human affairs and human relationships.
- Enabling them to learn beyond memorizing superficial knowledge for success at examinations.

Administering community

- To convert the traditional separation of the individual from the community into their essential union.
- Creating more chances for cooperative learning and teamwork to build learning organization.
- Management by commitment not control.

Administering excellence

- To promote and encourage high quality performance in school, not only in terms of productivity, innovations or technical ability but more so in terms of the students' character and to mold them to be useful citizen and members of the society.

©Copyright Virtual University of Pakistan

Topic 264: Administration vs. Management

- Educational administration and educational management are synonymous, often used interchangeably.
- Both mean getting things done in an organized manner to achieve the targets but the concepts are quite different.
- Administration is the setting up of objectives and crucial policies of every organization. Management is the act or function of putting into practice the policies and plans decided upon by the administration.
- Administration is a determinative function. Management is an executive function.
- Administrators are mainly found in government, military, religious and educational organizations. Management, on the other hand is used by business enterprises.
- Administration handles the business aspects. Management deals with employees
- Administration top level – owners who invest the capital and receive profits. Management middle level activity – group of managerial persons, who leverage their specialist skills to fulfil the objectives of an organization.
- Administration is planning, organizing. Management is motivating, controlling.

©Copyright Virtual University of Pakistan

Lesson 45

SUPERVISION

Topic 265: Supervision

Supervision is said to be a relationship between senior and junior member of a profession that:

- is evaluative,
- extends over time,
- serves to enhance the skills of the junior person, and
- monitors the quality of the services offered by the junior person
- defining supervision is challenging – there are **different meanings in different contexts**

Proctor (1987) stresses upon three domains:

1. Formative (Educative) relates to supervisee learning, development of skills and development of professional identity

2. Normative (Managerial) refers to accountability, developing best practice principles, ethical and legal considerations, compliance with organizational procedures and professional standards for the well-being of the users/ clients

3. Restorative (Supportive) considers the impact of work on the supervisee and the necessary psychological support required to offer professional support to the supervisee - this function can help lessen the stresses and impacts of the work and promote supervisee's well-being

Topic 266: Supervision Implications

- The role of a supervisor, as differentiated from that of a manager, is often very hazy in a multi-level organization
- In some cases, every level of management gets involved in supervision and duplicates the function
- Often, this produces negatives results
- First, this leaves little time for managers to perform their own jobs, which are distinctly different, and essential

- Second, when the org. feels the managerial activities are not being done, it adds additional levels of management, increasing overhead costs
- Third, managers using up supervisors' work denies supervisors learning by experience – cannot be offset with training
- Study by Columbia University indicates that successful org. strengthens authority of first line supervisors and expands their control

Topic 267: Supervision in Organization (1)

Seven distinctively different positions can be found in any sizable org.

Mission workers

"The non-supervisory people who perform the work of their group – e.g. mission of accounting unit is to fulfill accounting needs – those who do the actual account work are mission workers- accountants, etc".

Personal service workers

"The non-supervisory people who work directly for a manager or supervisor".

- They provide help or service, but do not do "the work" – e.g., staff assistant, secretary

Lead workers

"Those who have some supervisory responsibility but the assigned mission work load is so heavy it leaves very little time for true supervision".

Supervisors

"People who have mission & lead workers reporting to them".

- Very important position
- Unique responsibility

Topic 268: Supervision in Organization (2)

Managers

"Those who have supervisors and/ or other managers reporting directly to them".

(Also = "line managers")

Staff Managers

(Also = "staff specialists")

"People who serve line managers with specialist advice, but have no mission workers,…etc.. reporting to them".

Top executives

"Members of top management who have managers or supervisors reporting to them, plan the org.'s future, figure how to acquire necessary resources and establish overall policy".

- Having a personal service worker (such as a secretary) reporting to a person do not qualify that person as a supervisor.
- Only **mission workers and lead workers reporting to a person** will qualify the person as a supervisor.
- Titles also do not qualify.

Topic 269: Supervisor vs. Manager

- The supervisor is that member of the management team who has expert knowledge of the specific methods and techniques by which mission workers should be doing their work.
- As such, supervisors do not do the same kind of work as mangers do.
- Supervisor is concerned with **getting the work done today.**
- Manager should be involved with resource management, anticipating the needs for tomorrow's work, and **planning for tomorrow.**
- Org. does not perform as a team when these two positions get confused.

Supervisor plays very significant role, and fulfills three major responsibilities, as:

1) **Head of workgroup**
2) **Coordinator with other supervisors**
3) **Management member**

Topic 270: Major Responsibilities

1. Head of workgroup

Ensures that the work gets done, free of errors, meets quality standards, & within budgeted costs:

- To accomplish, gets involved in details of:
- How the work is going?
- How should be going?

- Equipment capacity?
- Likely to meet requisite quality/ costs / timeline?

2. Coordination with other supervisors

Coordination is a lateral function, not diagonal or triangular

- Often, a workgroup requires resources from other workgroups.
- Supervisor of this group coordinates with others.
- Allows the org. to work effectively as designed.

3. Member of management

- As the mission workers look upwards into the org, they should see supervisor as denoting management – the first management person to solve issues and guide.
- When managers look downwards, must see link to mission worker.

©Copyright Virtual University of Pakistan