

African Virtual University

Education: Education EDU 04

# **EDUCATIONAL MANAGEMENT**

Prof. Gerald Ngugi Kimani



# Foreword

The African Virtual University (AVU) is proud to participate in increasing access to education in African countries through the production of quality learning materials. We are also proud to contribute to global knowledge as our Open Educational Resources (OERs) are mostly accessed from outside the African continent. This module was prepared in collaboration with twenty one (21) African partner institutions which participated in the AVU Multinational Project I and II.

From 2005 to 2011, an ICT-integrated Teacher Education Program, funded by the African Development Bank, was developed and offered by 12 universities drawn from 10 countries which worked collaboratively to design, develop, and deliver their own Open Distance and e-Learning (ODeL) programs for teachers in Biology, Chemistry, Physics, Math, ICTs for teachers, and Teacher Education Professional Development. Four Bachelors of Education in mathematics and sciences were developed and peer-reviewed by African Subject Matter Experts (SMEs) from the participating institutions. A total of 73 modules were developed and translated to ensure availability in English, French and Portuguese making it a total of 219 modules. These modules have also been made available as Open Educational Resources (OER) on [oer.avu.org](http://oer.avu.org), and have since then been accessed over 2 million times.

In 2012 a second phase of this project was launched to build on the existing teacher education modules, learning from the lessons of the existing teacher education program, reviewing the existing modules and creating new ones. This exercise was completed in 2017.

On behalf of the African Virtual University and our patron, our partner institutions, the African Development Bank, I invite you to use this module in your institution, for your own education, to share it as widely as possible, and to participate actively in the AVU communities of practice of your interest. We are committed to be on the frontline of developing and sharing open educational resources.

The African Virtual University (AVU) is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. A Charter, establishing the AVU as an Intergovernmental Organization, has been signed so far by nineteen (19) African Governments - Kenya, Senegal, Mauritania, Mali, Cote d'Ivoire, Tanzania, Mozambique, Democratic Republic of Congo, Benin, Ghana, Republic of Guinea, Burkina Faso, Niger, South Sudan, Sudan, The Gambia, Guinea-Bissau, Ethiopia and Cape Verde.

The following institutions participated in the teacher education program of the Multinational Project I: University of Nairobi – Kenya, Kyambogo University – Uganda, Open University of Tanzania, University of Zambia, University of Zimbabwe – Zimbabwe, Jimma University – Ethiopia, Amoud University - Somalia; Université Cheikh Anta Diop (UCAD)-Senegal, Université d' Antananarivo – Madagascar, Universidade Pedagógica – Mozambique, East African University - Somalia, and University of Hargeisa - Somalia

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The following institutions participated in the teacher education program of the Multinational Project II: University of Juba (UOJ) - South Sudan, University of The Gambia (UTG), University of Port Harcourt (UNIPORT) – Nigeria, Open University of Sudan (OUS) – Sudan, University of Education Winneba (UEW) – Ghana, University of Cape Verde (UniCV) – Cape Verde, Institut des Sciences (IDS) – Burkina Faso, Ecole Normale Supérieure (ENSUP) - Mali, Université Abdou Moumouni (UAM) - Niger, Institut Supérieur Pédagogique de la Gombe (ISPG) – Democratic Republic of Congo and Escola Normal Superior Tchicote – Guinea Bissau

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# Production Credits

This second edition is the result of the revision of the first edition of this module. The informations provided below, at the exception of the name of the author of the first edition, refer to the second edition.

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AVU Multinational Project II funded by the African Development Bank.

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# Introduction

## Course Overview

### Welcome to Educational Management

This module deals with educational management. It discusses the organizational and administrative structure. Theories of educational administration are then presented followed by functions of management. The last part of the module deals with educational policies and their implication to educational management. The specific unit of each module deals with the following aspects:

- Unit I Discusses organizational and administrative structure
- Unit II Outlines Historical Development of Management
- Unit III Deals with the theories of educational management
- Unit IV Presents the functions of Management and discusses the educational policies and their implication to educational management.

## Course Outline and Schedule

Unit	Topic	No. of Hours
Unit I	Organizational and Administrative structure	20
	Definition of an organization Types of organization Definition of management and administration Differences between educational management and educational. Administration	
Unit II	Historical Development of Management	30 hours
	Classical management movement	

Unit III	Theories of Educational Management	40 hours
	Content Theories Needs – hierarchy theory Two Factor Theory ERG Theory	
	Process Theories Expectancy Theory Equity Theory Goal Setting Theories	
Unit IV	Functions of educational Management	30 hours
	Planning Organising Directing Coordinating (Controlling) Staffing Educational Policies and their implication to educational Management	

### Prerequisites

You should have done the foundational courses in education at undergraduate level. These courses include philosophy of education, general and developmental psychology, methods of teaching, history of education and curriculum development. This implies that you should have a basic understanding of education and teaching profession.

### Materials

The following materials are important that will be necessary to learn this module

1. Simulated reactions on CD/Video/DVD
2. Recommended textbooks including web-based materials
3. A computer with an Internet connection

### **Module Rationale**

The school principals have an important responsibility of creating a conducive environment of learning in their schools. Without the necessary knowledge and skills, management of their schools becomes a very challenging task. Adequate preparation for appointment to the position of school principal is essential to be an effective educational administrator. This module provides the necessary knowledge and skills required by school principals to perform their duties effectively.

### **Objectives**

#### General Course Objectives

Upon completion of this course the learner should be able to:

- Explain the different forms of organizations
- Discuss the contribution of management theory to understanding of educational management practice
- Analyze the functions of educational management
- Examine the relationship between educational policies and educational management
- Apply the knowledge and skills acquired to appropriately manage school programmes

#### Specific Learning Objectives (Instructional Objectives)

#### **Unit 1. Organizational and Administrative Structure**

By the end of this unit you should be able to:

- Define the term organizations
- List the different types of organizations
- Examine characteristics of organizations
- Distinguish the terms management and administration
- Analyze factors that determine the practice of educational organization

### **Unit 2. Historical Development of Management**

By the end of this unit you should be able to:

- Explain the principles of classical management movement
- Relate the contribution of human relations movement to organizational management
- Differentiate between human relations movement to behavioural science movement

### **Unit 3. Theories of Educational Management**

By the end of this unit you should be able to:

- Identify the two categories of theories of motivation
- Describe the theories in each category of theories of motivation
- Analyze the contribution of each theory to education management

### **Unit 4. Functions of Management**

By the end of this unit, you should be able to:

- List the major managerial functions
- Explain the steps followed in carrying out each managerial function
- Apply the principles underlying each managerial function to an educational setting
- Evaluate educational policies at national and international levels
- Relate educational policies to practice of educational management

## **Content**

### Course Outline

#### **Unit 0: Pre-Assessment**

This unit deals with the rationale of the module and main objectives. Moreover, the Unit estimates the timeframe assigned for students to study the module.

#### **Unit 1: Organizational and Administrative Structure**

An organization is a social system designed to fulfil society objectives .It utilized materials, financial and human resources through formal and informal relationships.

### **Unit 2: Historical development of Management**

Management emergence and development was related to systems such as bureaucratic, scientific and traditional models. Each one has its unique characteristics and applications in the field of education.

### **Unit 3: Theories of Motivation**

This unit deals with psychological basis underpinning the organization operations. There are motivational theories; such as Maslow's hierarchy of needs and Herzberg's Two Factor and ERG theory.

### **Unit 4: Functions of Management**

These functions refer to the most common activities of managers as determined by organization nature and objectives. Functions include planning, organizing directing, control and staffing.

### **Assessment**

Formative assessments, used to check learner progress, are included in each unit.

Summative assessments, such as final tests and assignments, are provided at the end of each module and cover knowledge and skills from the entire module.

Summative assessments are administered at the discretion of the institution offering the course. The suggested assessment plan is as follows:

1. Assignments and essays 10
2. A comparative study between types of educational management in two countries ]10
3. A case study of a motivation theory application 10

## Readings and Other Resources

The readings and other resources in this course are:

### Unit 1

List of Required Readings and Other Resource

- a. <http://en.wikipedia.org/wiki/organization>(August 2015)[http://en.wikipedia.org/wiki/organization\(ii\)](http://en.wikipedia.org/wiki/organization(ii)) <http://en.wikipedia.org/wiki/management>(August 2015)

List of relevant MULTIMEDIA resources

List of Relevant useful links

- b. <http://en.wikipedia.org/wiki/organizational-structure>(August 2015)[http://en.wikipedia.org/wiki/organizational-structure\(ii\)](http://en.wikipedia.org/wiki/organizational-structure(ii)) <http://www.analytictech.com/mbozi/orgtheory.htm> (August 2015)

- c. [http://epress.anu.edu.au/info-systems/mobile-devices/chills\\_02.html](http://epress.anu.edu.au/info-systems/mobile-devices/chills_02.html)(August 2015)

### Unit 2

List of relevant readings

<http://www.nwlink.com/~donclark/history-management/management.html>

- a. A Timeline of Management (August 2015)

List of relevant MULTIMEDIA resources

List of useful links

- b. <http://en.wikipedia.org/wiki/scientific-management>(August 2015)[http://en.wikipedia.org/wiki/scientific-management\(ii\)](http://en.wikipedia.org/wiki/scientific-management(ii)) <http://en.wikipedia.org/wiki/Henri-Fayol> (August 2015)

### Unit 3

List of Required Readings

<http://en.wikibooks.org/wiki/managing-Groups-andTeams/motivation>(August 2015)<http://en.wikibooks.org/wiki/managing-Groups-andTeams/motivation>Wikipedia (6August2015)  
“[http://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs](http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs)” retrieved November (August 2015).

Wikipedia (2007) “<http://en.wikipedia.org/wiki/Motivation>” (August 2015)

### Unit 4

#### List of Required Readings

- a. From Management [http://en.wikipedia.org/wiki/management\(August 2015\)http://en.wikipedia.org/wiki/management](http://en.wikipedia.org/wiki/management(August%202015)http://en.wikipedia.org/wiki/management)
- b. The 4 functions of management [www://freeonline.research.papers.com](http://www.freeonline.research.papers.com)

#### List of relevant resources

- a. A computer with internet facility to access links and copyright free resources
- b. Multimedia resources like CD-ROM, Video.

#### List of relevant useful links

[http://extension.osu.edu/~mgtexcel/Function.htmlstudy.com/.../four-functions-of-management-planning-\(August 2015\).](http://extension.osu.edu/~mgtexcel/Function.htmlstudy.com/.../four-functions-of-management-planning-(August%202015))

# Teaching and Learning Activities

## Pre-Assessment

These pre-assessment questions are designed to test what you already know about the content covered in this module.

Rationale: After answering these questions correctly or otherwise, we shall be able to assess your grasp of the content matter covered in this module. This will enable us understand what you need to know from this module.

Questions

1. Who is not a classical theorist among the following?

- (a) Taylor
- (b) Fayol
- (c) Max Weber
- (d) Abraham Maslow

2. How many streams of thought make up the classical view of an organization

- (a) One
- (b) Two
- (c) Three
- (d) Five

3. Soldiering as identified by Taylor is

- (a) Tendency to work overtime
- (b) Tendency to put in just more than the minimal effort into daily work
- (c) Tendency to put in below the minimum effort into daily work.
- (d) Tendency to not put any effort into daily work

4. Which of the following is not associated with Abraham Maslow?

- (a) Physiological needs
- (b) Safety needs
- (c) Self-actualisation
- (d) Political needs



5. Among the following management theorists who is associated with time- motion study?
- a) Taylor
  - b) McGregor?
  - c) McClelland
  - d) Herzberg
6. Among the following management theorists who was in human relations movement?
- (a) Alderfer
  - (b) Vroom
  - (c) Robbins
  - (d) Mary Follet
7. Herzberg is normally associated with:
- a) Scientific management
  - b) Bureaucracy
  - c) Hierarchy of the needs
  - d) Motivation – hygiene Theory
8. Max Weber is usually associated with the following aspect of management?
- a) Budgeting
  - b) Bureaucracy
  - c) Unity of command
  - d) Division of labour
9. Which of the following is an assumption of McGregor's theory?
- a) Work is as natural as play, if the conditions are favourable
  - b) The capacity for creativity in solving organizational problem is widely distributed in the population.
  - c) Work is inherently distasteful to most people.
  - d) People can be self-directed and creative at work if properly motivated

10. Who is associated with the three needs theory?

- (a) Abraham Maslow
- (b) McClelland
- (c) Warren
- (d) Chester Bernard

11. Which of the following is a category of motivation theories?

- a) Content theories.
- b) Job satisfaction theories.
- c) Bureaucracy
- d) Administrative theory.

12. Which of the following is not one of the three streams of thought that make up a classical view of organization?

- a) Bureaucracy
- b) Administrative theory
- c) Scientific management
- d) Hierarchy of needs

13. The followings are considered as behavioural theorists except

- a) Chester A. Barnard
- b) Herbert A. Simon
- c) Fayol
- d) Chris Argyris

14. The number of principles of management identified by Fayol are

- a) Eleven
- b) Twelve
- c) Fourteen
- d) Fifteen

15. The number of management functions is

- (a) Two
- (b) Three
- (c) Five
- (d) Eight

16. Which of the following is not considered a characteristic of planning functions?

- (a) Planning is anticipatory
- (b) Planning is goal oriented
- (c) Planning is future oriented
- (d) Planning is past oriented

17. According to UNESCO, one of the policies is for governments to ensure universal primary education for all is achieved by the year

- a) 2015
- b) 2008
- c) 2000
- d) 2030

18. In which country was the UNESCO conference on Education for All held?

- a) Uganda
- b) Thailand
- c) United States of America
- d) Senegal

19. In which city was the follow-up Forum on Education for All held?

- a) Nairobi
- b) Dakar
- c) Cape Town
- d) Cairo

20. In which year was the follow-up Forum on Education for All held?

(a) 1990

(b) 1995

(c) 2000

(d) 2005

**Answer Key**

1. D

2. C

3. B

4. D

5. A

6. D

7. D

8. B

9. A

10. B

11. A

12. D

13. C

14. C

15. C

16. D

17. A

18. B

19. B

20. C

## **Pedagogical Comment for Learners**

This assessment test is expected to give you some indication of the content that you are expected to cover in this module. It is expected that you should score a mark of 50% or more. Should your performance be below this mark, you will need to do a lot of preliminary reading to familiarize yourself with the content of this module; it is recommended that you do preliminary reading around the subject before and after the pre-testing.

# Appendices

## Key Concepts (Glossary)

**Bureaucracy:** A form of organization characterized by division of labour; a clearly defined hierarchy, detailed rules and regulations and impersonal relationships.

**Control:** The process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviations.

**Division of Labour:** The breakdown of jobs into narrow and repetitive tasks. This is also known as work specialization.

**Equity Theory:** The theory that an employee compares his or her job's input -outcomes ratio with that of relevant others and then corrects any inequity.

**Expectancy theory:** The theory that an individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

**Goal setting theory:** The proposition that specific goals increase performance and that difficult goals when accepted, result in higher performance than do easy goals.

**Hierarchy of needs theory:** Maslow's theory that there is a hierarchy of five human needs: Physiological, safety, social esteem and self-actualization. Hygiene Factors: Factors that eliminate job dissatisfaction but not motivate.

**Leading:** Management function that involves motivating subordinates influencing individuals and teams as they work, selecting the most effective communication channels or dealing in any way with employee behaviour.

**Motivation hygiene theory:** The motivation theory that intrinsic factors are related to job satisfaction and motivation, whereas extrinsic factors are associated with job dissatisfaction.

**Organization:** A deliberate arrangement of people to accomplish some specific purpose.

**Planning:** Is a management function that involves the process of defining the organization’s goals, establishing an overall strategy for achieving those goals and developing a comprehensive set of plans to integrate and coordinate organizational work.

**Coordination:** A mechanism to bring together the activities of all subsystems so as to achieve the goals of the organization.

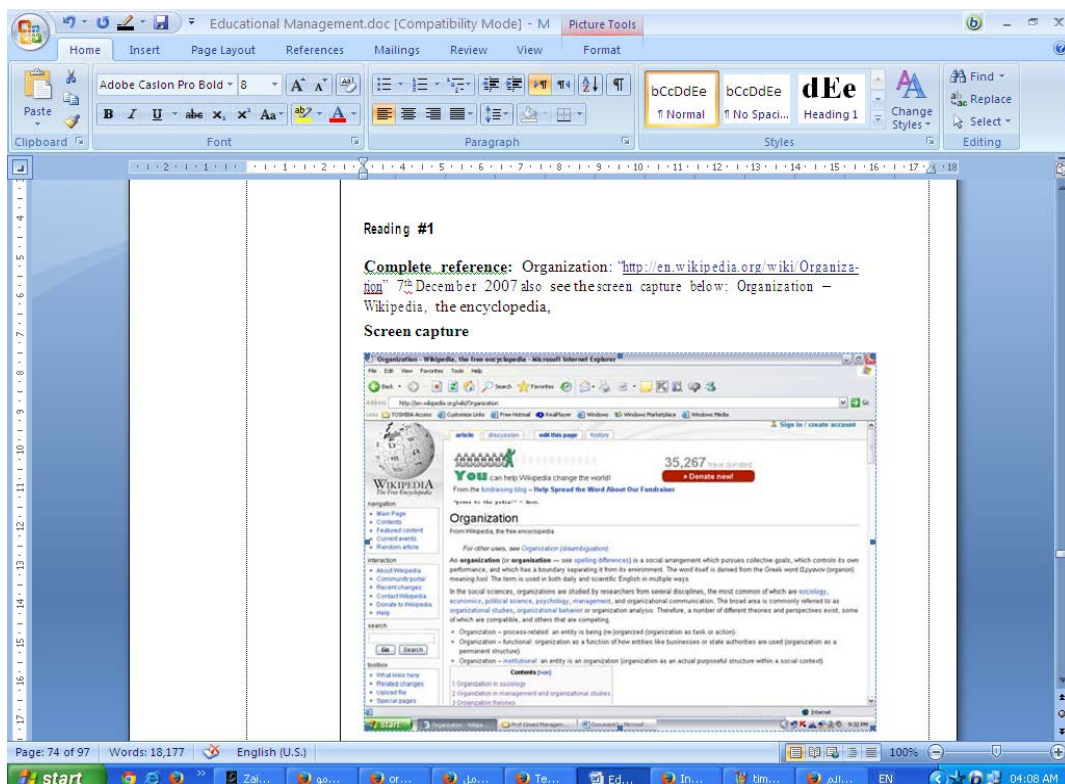
**Contents theories:** These are theories defining motivation as a function of people’s needs.

## Compulsory Readings

### Reading 1

Complete reference: Organization: “<http://en.wikipedia.org/wiki/Organization>” 36 KB (4,542 words) - 01:45, 21 August 2015 also see the screen capture below: Organization – Wikipedia, the encyclopaedia,

Screen capture



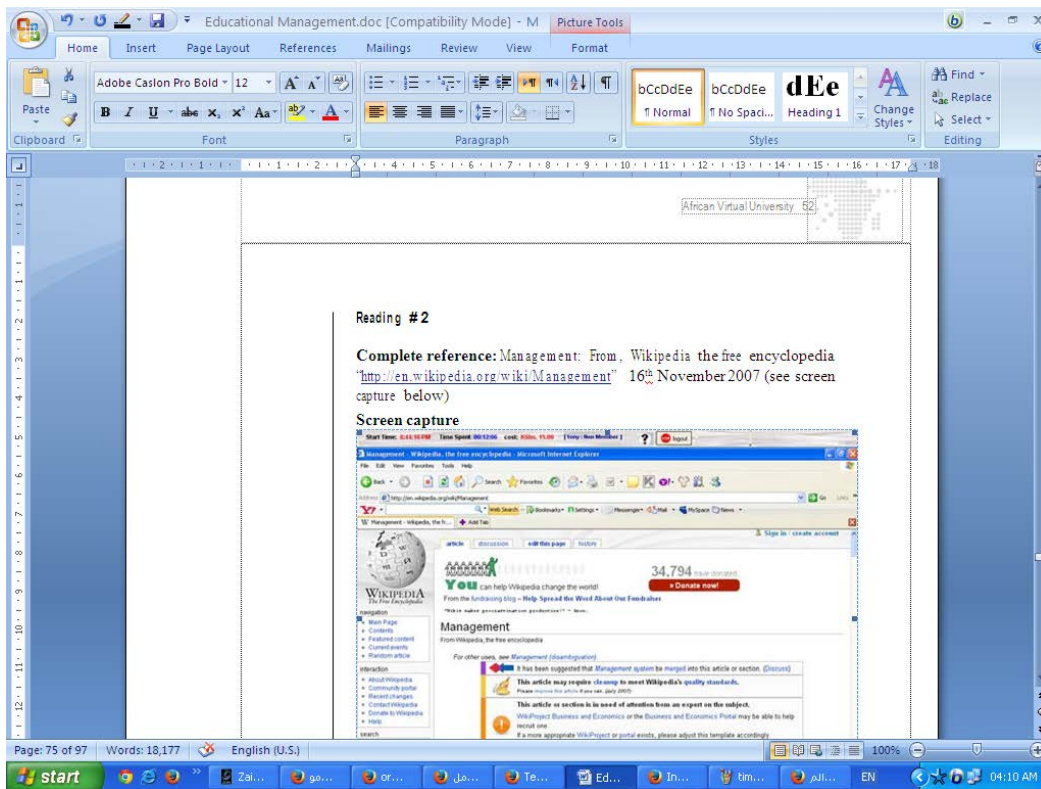
Abstract: This article presents a brief discussion of the concept of organization. The article defines the term organization and discusses how organizations are structured. A number of organizational theories are also explained.

Rationale: The article will help you study organizations in greater detail and stimulate further reading on the topic of organizations.

## Reading 2

Complete reference: Management: From, Wikipedia the free encyclopaedia "<http://en.wikipedia.org/wiki/Management>" 36 KB (4,542 words) - 01:45, 21 August 2015(see screen capture below)

Screen capture



Abstract: This article deals with the general topic of management. In particular it deals with the levels of management, theoretical scope and historical development of management. It traces how management developed from 19th Century,

20th Century and 21st Century. The article has also covered nature of managerial work, managerial hierarchy and levels.

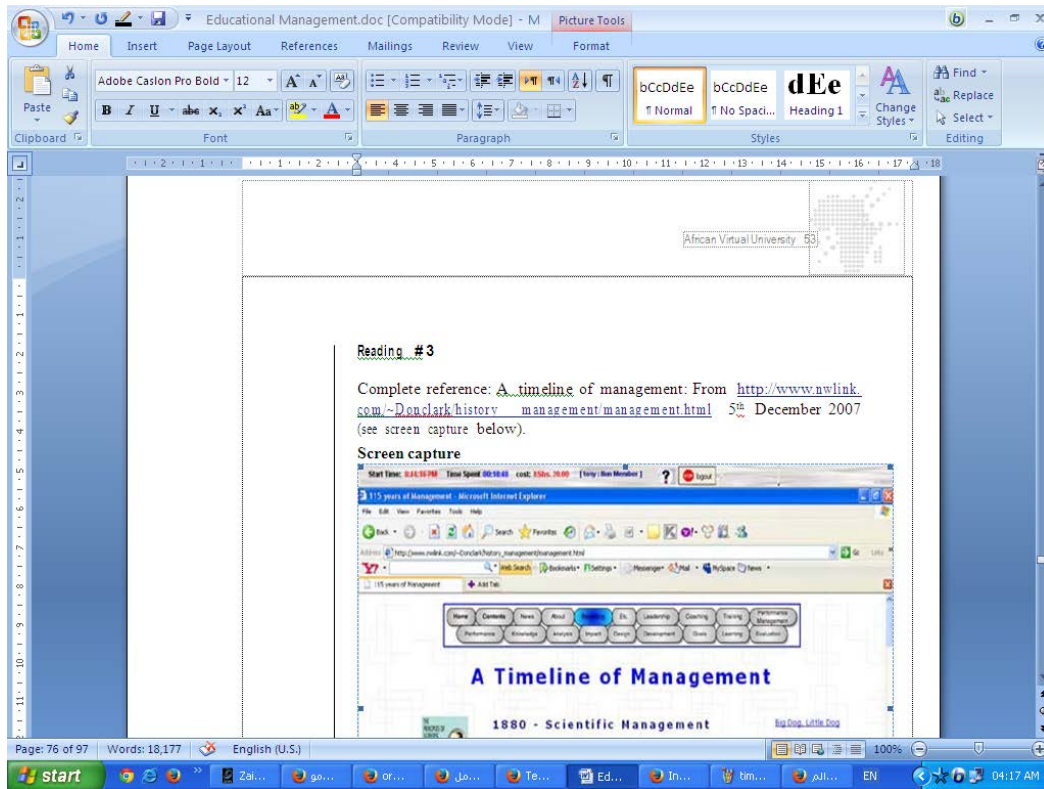
Rationale: The article provides a good reading for a student who is studying management for the first time. It provides you with some basic information necessary to stimulate you read further to area of management.



Reading 3

Complete reference: A timeline of management: From [http://www.nwlink.com/~Donclark/history\\_management/management.html](http://www.nwlink.com/~Donclark/history_management/management.html) 5thDecember2007 (see screen capture below).

Screen capture



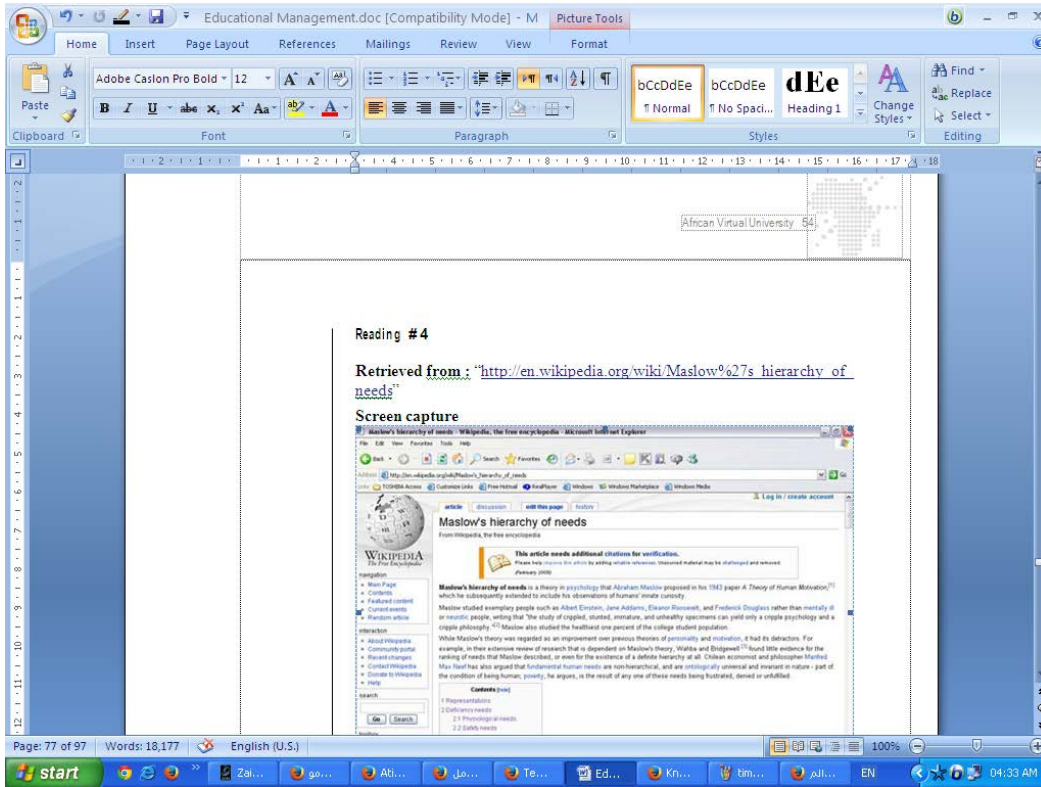
Abstract: A timeline of management is outlined in detail in the article. It traces the development of management ideas and theories from 1880 to 2000. Experts of management and theories developed over the years are discussed quite well in the article.

Rationale: This link has an extensive coverage of the development of management. It will help you understand how the discipline of management developed over the years.

Reading 4

Retrieved from : "[http://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs](http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs)" 24 KB (3,432 words) - 15:35, 20 July 2015

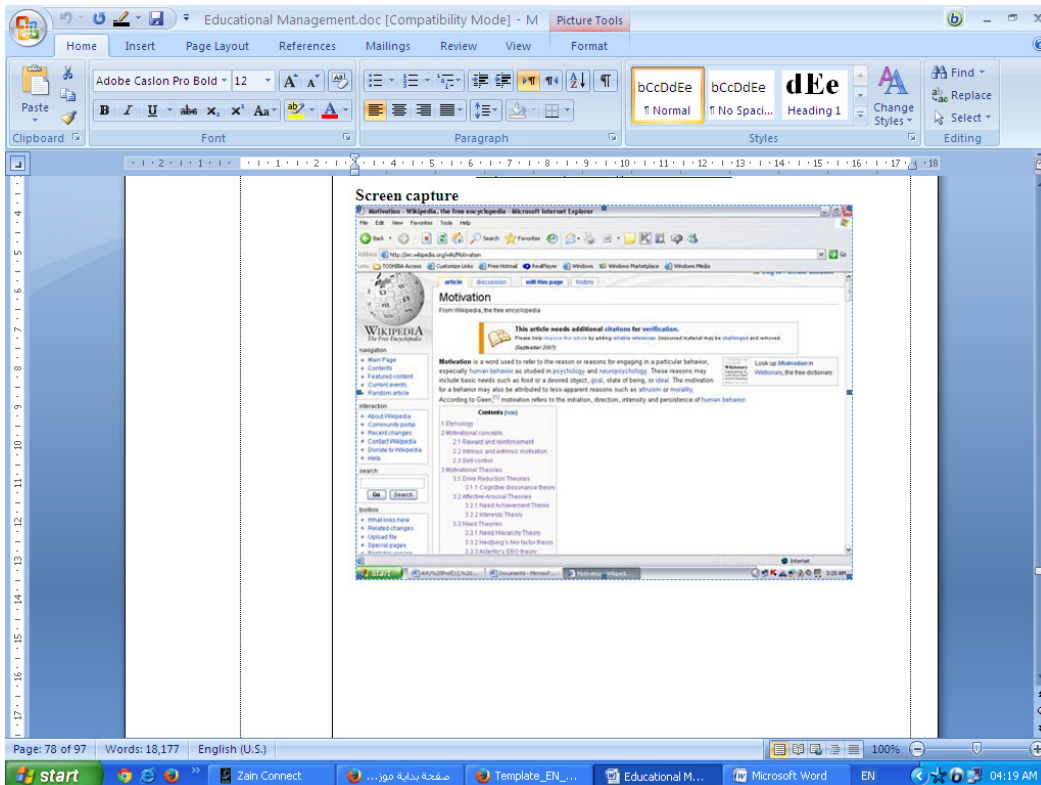
Screen capture



Reading 5

Retrieved from: "<http://en.wikipedia.org/wiki/Motivation>"

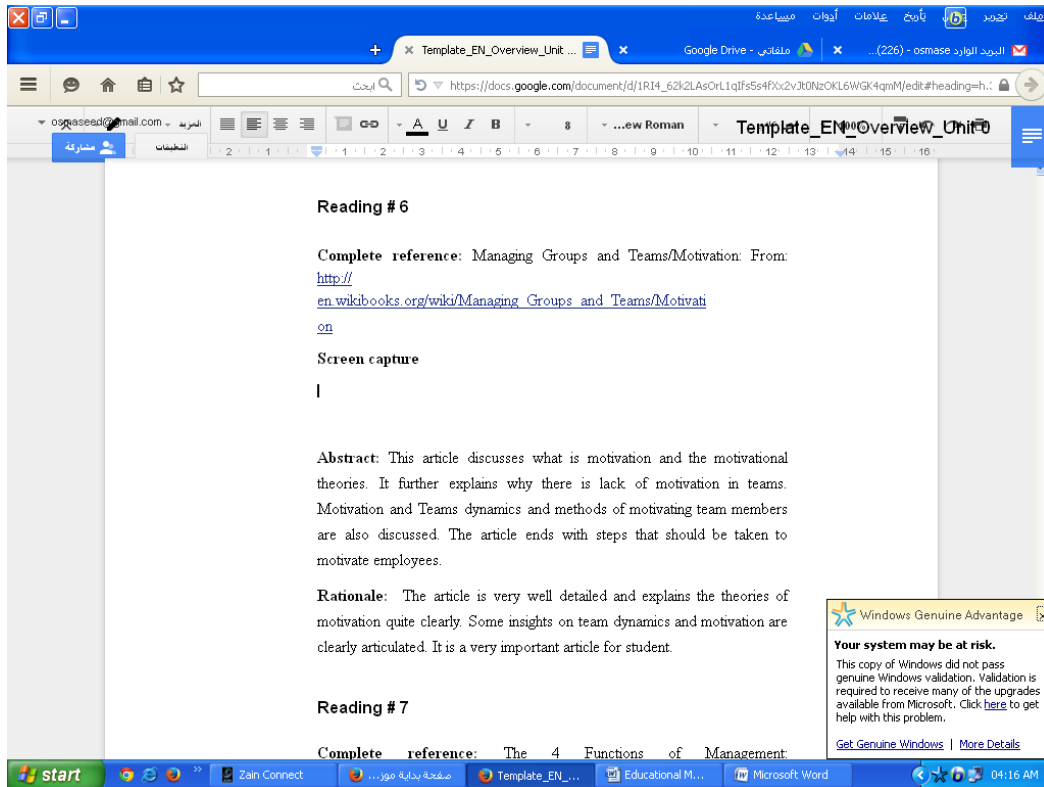
Screen capture



### Reading 6

Complete reference: Managing Groups and Teams/Motivation: From: [https://en.wikibooks.org/...Groups\\_and\\_Teams/Motivation](https://en.wikibooks.org/...Groups_and_Teams/Motivation)

Screen capture



**Abstract:** This article discusses what is motivation and the motivational theories. It further explains why there is lack of motivation in teams. Motivation and Teams dynamics and methods of motivating team members are also discussed. The article ends with steps that should be taken to motivate employees.

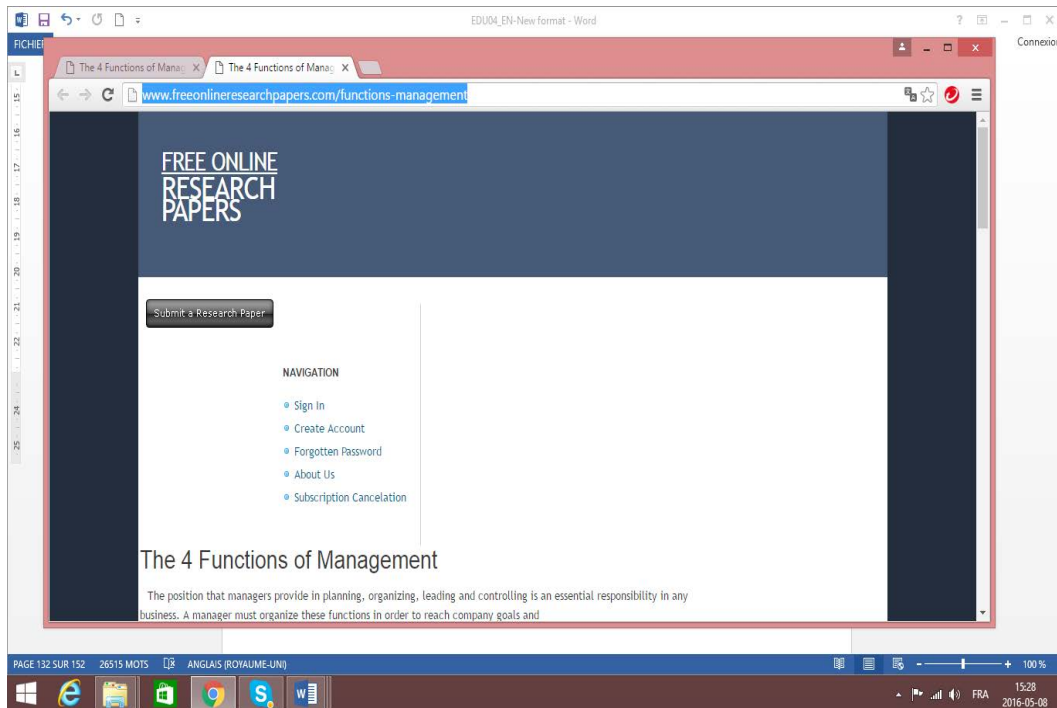
**Rationale:** The article is very well detailed and explains the theories of motivation quite clearly. Some insights on team dynamics and motivation are clearly articulated. It is a very important article for student.

### Reading 7

Complete reference: The 4 Functions of Management:

<http://www.freeonlineresearchpapers.com/functions-management>

Screen capture



**Abstract:** In this article four functions of management namely planning, organizing, leading and controlling are discussed. Each function is defined and explained in details. Practical examples of the application of each function are explained. The four functions are then related to management planning. The article ends with the importance of the four functions to management planning.

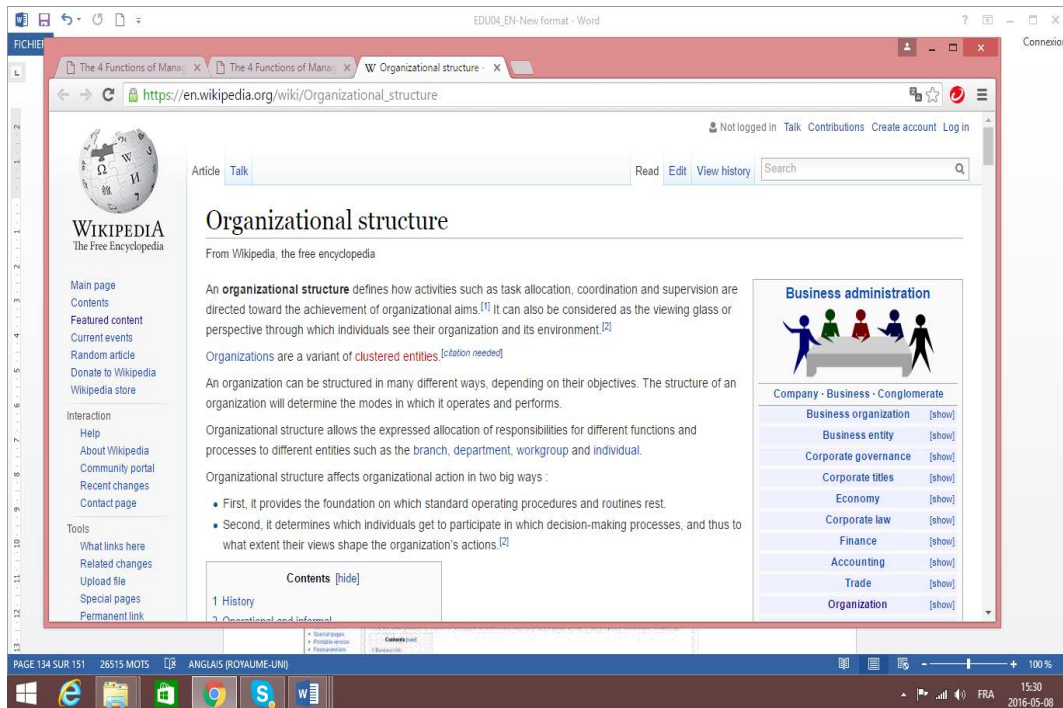
**Rationale:** This is a simple and well explained article on functions of management. It gives practical examples of the use of the four functions in day to day management of an organization. You will be able to grasp the meaning and application of the four functions of management on reading this article.

## Compiled List of Useful Links

### Useful link 1: Organizational and Administrative Structure

URL:[https://en.wikipedia.org/wiki/Organizational\\_structure](https://en.wikipedia.org/wiki/Organizational_structure).8th May 2016

Screen capture



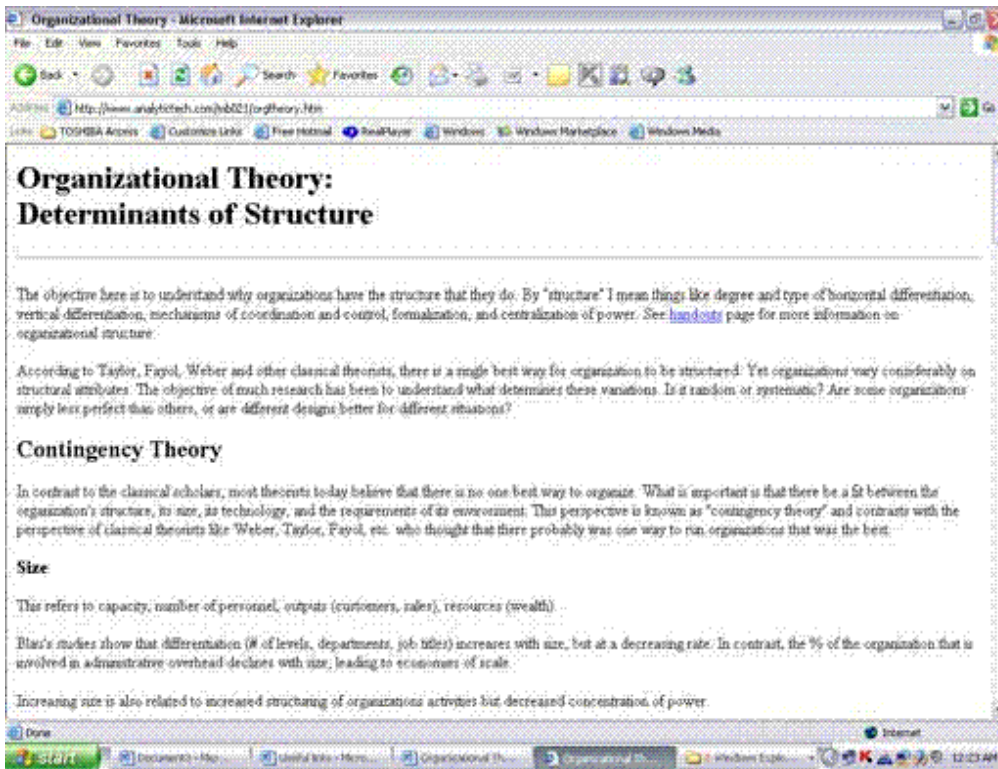
Description: Organizations are structured in several ways. These ways are discussed in the article whose links is given above. In particular the bureaucratic structure and its forms is presented in details. The various forms of bureaucratic structures discussed in the article include functional structure, matrix structure and divisional structure. The article has also discussed the pre-bureaucratic and post-bureaucratic structures.

Rationale: A good presentation of structure of organizations is clearly presented in the article. You will be able to relate how organizations can use the management functions of organization to achieve its goals.

Useful link 2: Organizational and Administrative Structure

URL:<http://www.analytictech.com/mb021/orgtheory.htm>8th May 2016

Screen capture



Description: Determination of organization structure is very important in understanding the nature of organizations and organizational theory. This article describes the determinants of organizational structure. In particular it focuses on contingency theory. Among the factors considered are structure, size, technology and the requirements of the environment.

Rationale: This article will help you to understand why organizations have a structure and the usefulness of structure in achieving organizational goal

Useful link: 3

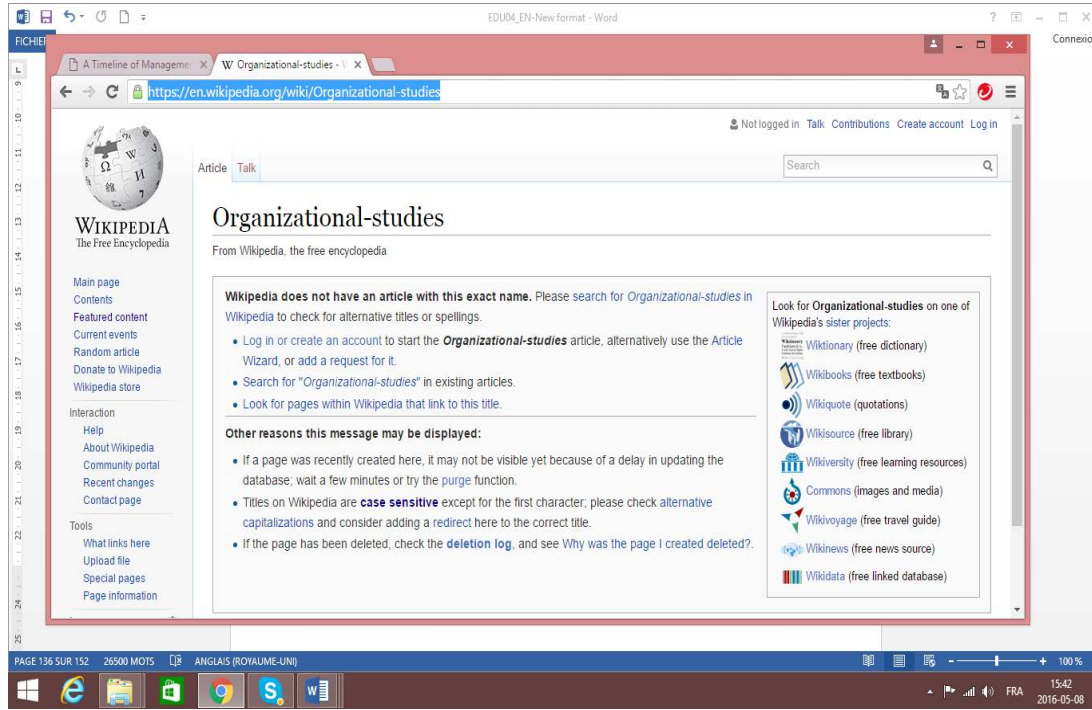
[http://www.nwlink.com/~donclark/history\\_management/management.html](http://www.nwlink.com/~donclark/history_management/management.html) 8th May 2016



Useful link 4: Organizational and Administrative Structure

URL:<https://en.wikipedia.org/wiki/Organizational-studies> 8th May 2016

Screen capture



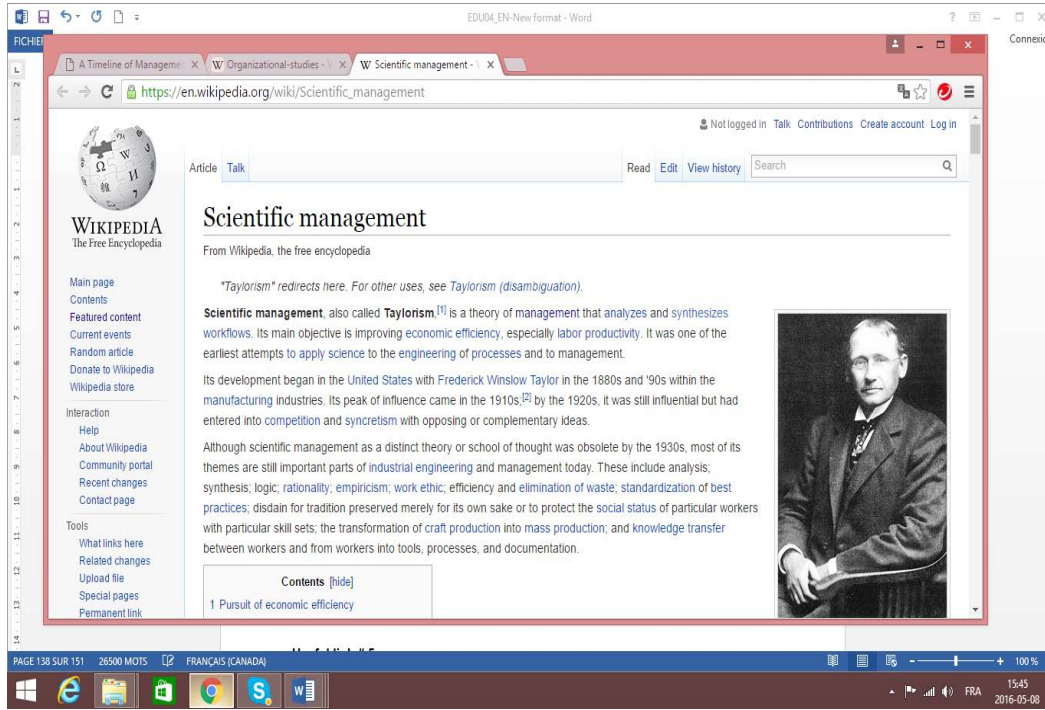
Description: The study of organizations from various viewpoints, methods and levels of analysis is referred to as organizations studies. This article looks at the current state of the field. It traces the history of management from the time of Plato to Herbert Alexander Simon and the contingency Theory of management. Specific contribution of theorists such as Taylor, Mayo, Follet and McGregor are discussed. The article ends with a discussion of methods used in organizational studies.

Rationale: Organizational studies is related to management. Organizations are created to achieve certain goals. This article provides you with an opportunity to study the personalities that have influenced management since days of Plato.

Useful link 5: Historical Development of Management

URL:[https://en.wikipedia.org/wiki/Scientific\\_management](https://en.wikipedia.org/wiki/Scientific_management) 8th May 2016

Screen capture



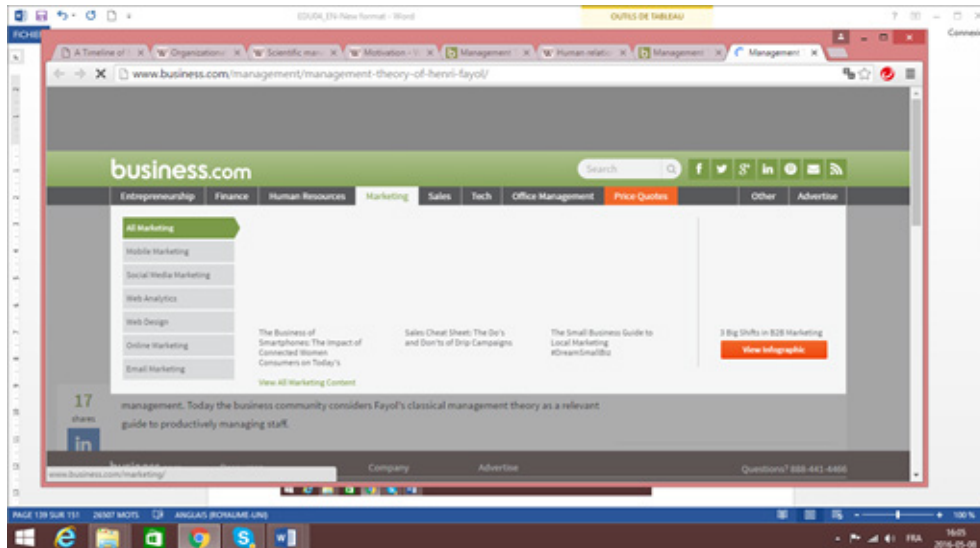
Description: Scientific management core ideas were developed by Taylor. This article traces the development of scientific management on the basis of the two monograph published by Taylor in 1905 and 1911. It deals with the general approach of scientific management, its contribution to the field of management in the modern times and how it has been applied to industry. The article concludes with a discussion of criticisms and legacy of scientific management.

Rationale: Scientific movement has influenced modern management practices significantly. It is important for you to study it thoroughly and in detail to understand the basis and principles of organizations such as schools.



Useful link: 6

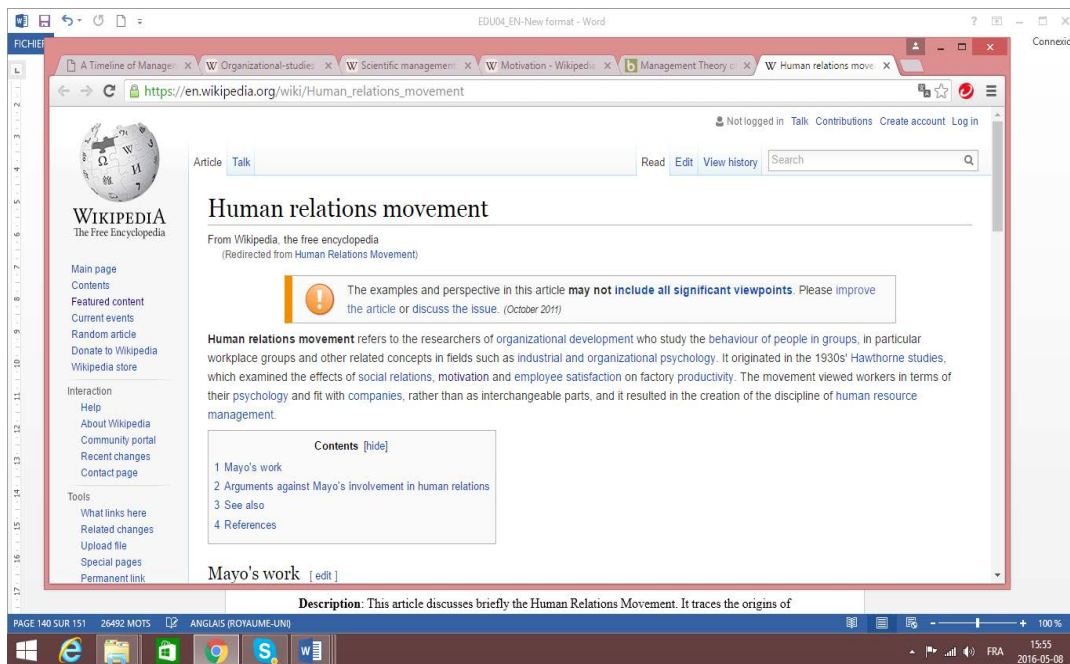
Retrieved from: <http://www.business.com/management/management-theory-of-henri-fayol/8th>  
May 2016



Useful link 7: Historical Development of Management

URL:[http://en.wikipedia.org/wiki/Human\\_Relations\\_Movement](http://en.wikipedia.org/wiki/Human_Relations_Movement)8th May 2016

Screen capture



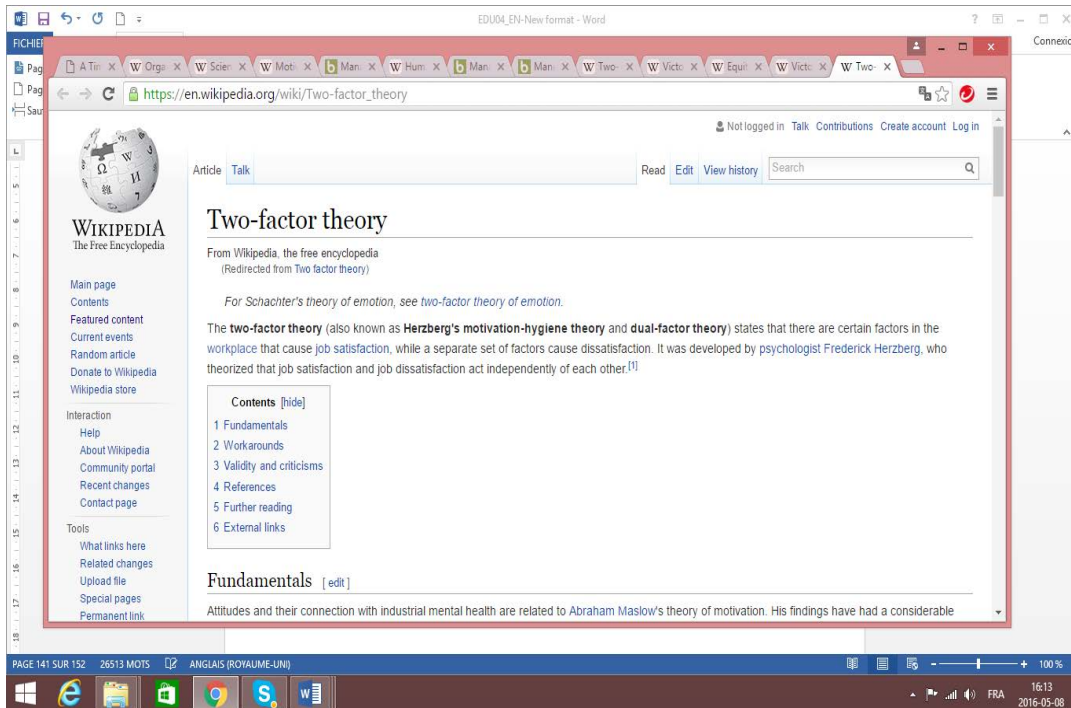
Description: This article discusses briefly the Human Relations Movement. It traces the origins of the movement and explains that the idea behind human relations movement is the outstanding role given to human cooperative systems. The article further gives what Chester Barnard stressed as a human relation theorist.

Rationale: Human relations movement is very important in management. Dealing with human resource is one of the major functions of management. Hence awareness of human relations movement is very important particularly to student teachers.

### Useful link 8

Retrieved from [https://en.wikipedia.org/wiki/Two-factor\\_theory](https://en.wikipedia.org/wiki/Two-factor_theory) 8th May 2016

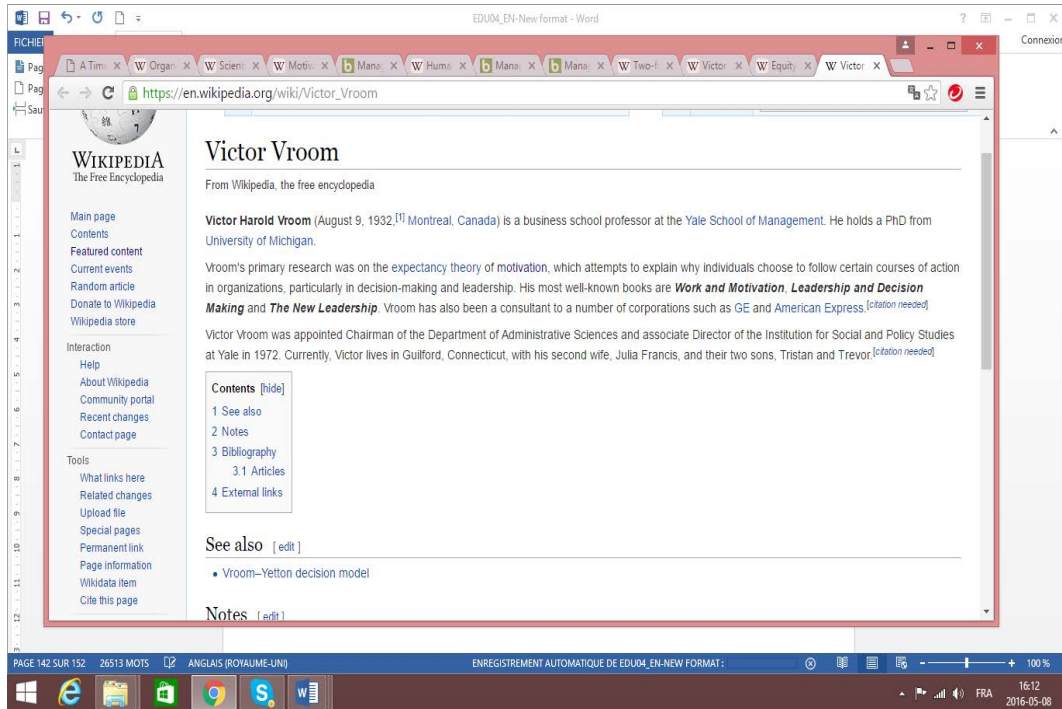
Screen capture



### Useful link 9

Retrieved from [https://en.wikipedia.org/wiki/Victor\\_Vroom](https://en.wikipedia.org/wiki/Victor_Vroom) 8th May 2016

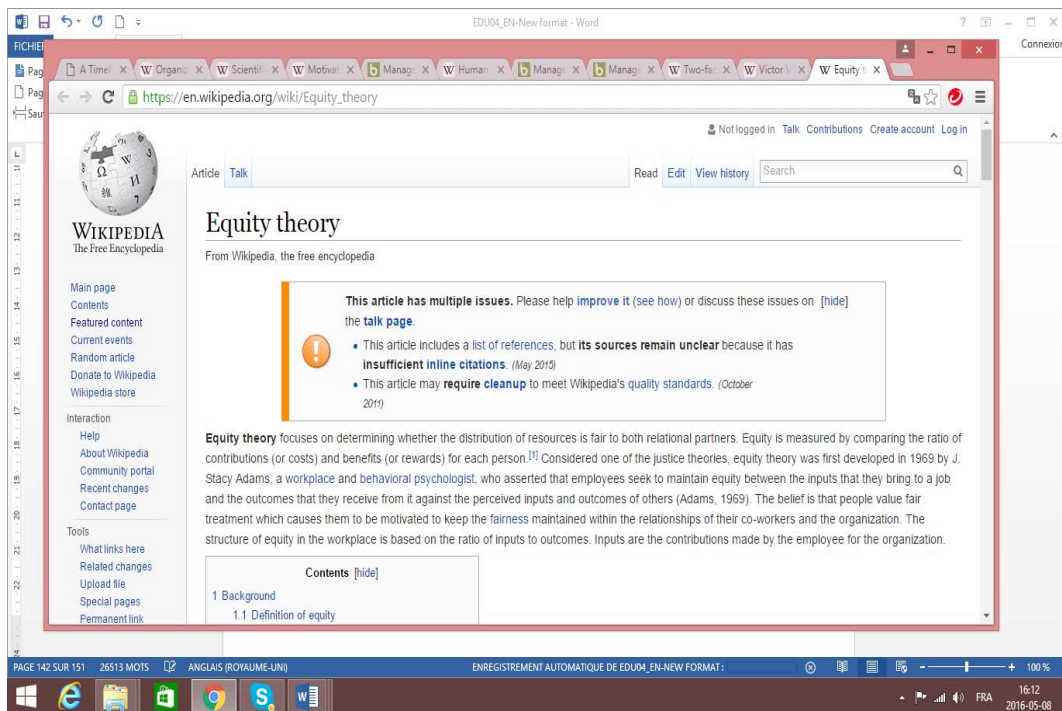
Screen capture



Useful link 10

Retrieved from [https://en.wikipedia.org/wiki/Equity\\_theory](https://en.wikipedia.org/wiki/Equity_theory) 8th May 2016

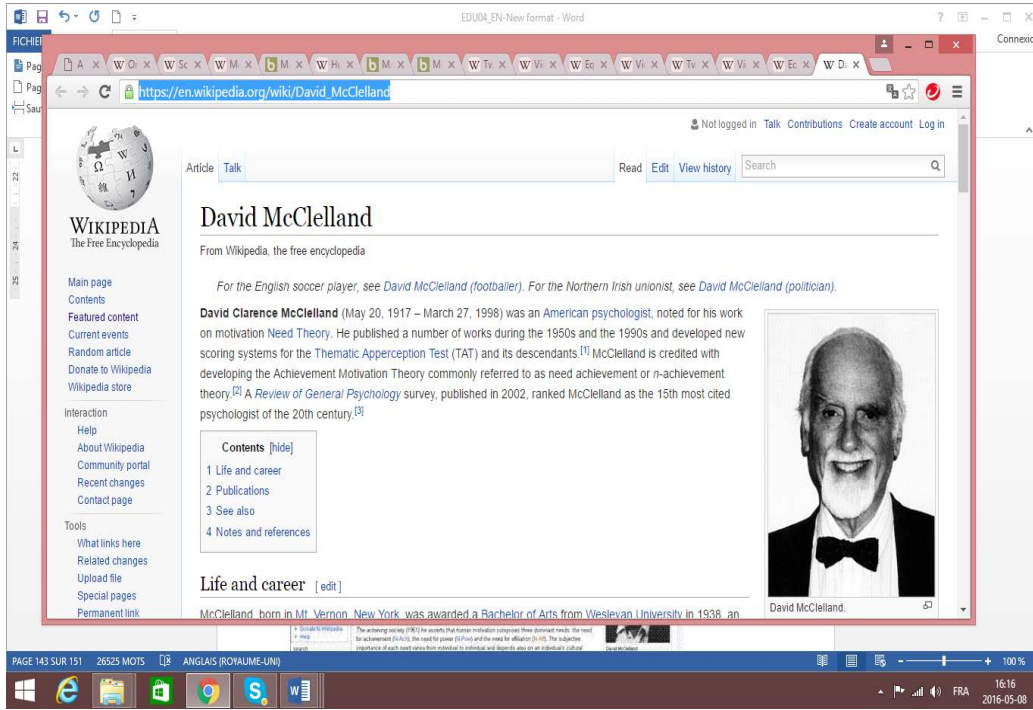
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Useful link 11

Retrieved from [https://en.wikipedia.org/wiki/David\\_McClelland](https://en.wikipedia.org/wiki/David_McClelland) 8th May 2016

Screen capture



# Unit 1: Organizational and Administrative Structure

## Unit Introduction

This unit highlights the definitions and characteristics of some key concepts of this module ,such as organization (formal or informal) ,management and administration. It enhances your learning by introducing illustrations such as graphics, charts and self-assessments.

## Unit Objectives

By the end of this this unit you should be able to:

1. Examine the key concepts such as organization, management and administration
2. List the different types of organizations,
3. Analyze characteristics of organizations
4. Identify determinants of practice in the educational institutions
5. Distinguish the terms « educational management » and « educational administration ».

## Key Terms

**Organization** is a social unit of people arranged in a fixed order or a sequence of elements and managed to meet a need or to pursue collective goal

**Organizational Structure** means how activities such as task allocation, coordination and supervision are directed towards the achievement of the organizational

**Management** is a process or a series of continuing and related activities by working with/through people and other resources to achieve the organizational goals

**Administration** refers to the group of people who are in charge of creating and enforcing rules and regulations or those in leadership positions to accomplish important tasks

**Educational Organization** is the way an educational system operates

**Organization Environment** refers to the outside world of the organization such as people, values, expectations etc...

## Learning Activities

Readings and Resource

1- AList of Readings and Other Resource

- a. <http://en.wikipedia.org/wiki/organization> 2015
- b. <http://en.wikipedia.org/wiki/management> 2015

2- List of relevant MULTIMEDIA resources

List of Relevant useful links

- a. <http://en.wikipedia.org/wiki/organizational-structure2015>
- b. [http://epress.anu.edu.au/info-systems/mobile-devices/chills\\_02.html](http://epress.anu.edu.au/info-systems/mobile-devices/chills_02.html)
- c. Organizational Structure Published on Jan 26, 2014 FEM Productions presents a short film to illustrate different organizational structures employed by businesses.
- d. Leadership in Education: Organisational Structure, Southampton Education School  
Southampton Education School Published on Nov 5, 2013

- e. The Dos and Don'ts of Educational Leadership Published on Apr 23, 2012mWhat qualities distinguish successful leaders within the school system, and what qualities hold poor leaders back?
- f. Organisational Structure, i am mike fletcher Published on Jun 17, 2012 Category Education License Standard YouTube License

### 1 The Concept and Nature of Organization

In this part of unit 1 you will be provided by different meanings of the word `organization` and other terms that are synonymous with it such as system.

It will be better to start with this question: What is an `Organization`?

The definition of organization refers to the act of putting things into a logical order or the act of taking an efficient and orderly approach to tasks, or a group of people who have formally come together.

An organization or organisation (see spelling differences) is an entity comprising multiple people, such as an institution or an association, that has a collective goal and is linked to an external environment

The term 'organization' has been used a long time ago to arrange and coordinate people's activities. It is as old as the existence of human beings. Different writers however hold different views of organizations. According to Allen (1959), an organization is a mechanism or structure that enables living things to work effectively together. While Etzioni (1964) has referred to organizations as social units -or human groupings - deliberately constructed or reconstructed to seek specific goals. Hicks and Gullet (1981) define organization as a structured process in which individuals interact for specific objectives. Denyer (in Kumet and Mittal, 2001) consider organization as the arrangement of work, with the division of activities and responsibilities. Despite variations in definitions, a general perception is that organizations are vehicles used to achieve institutional goals. Therefore an organization can be considered as a social system which members use to achieve organizational goals. In this sense models of organizations can be represented by ministries, hospitals, universities, schools, companies etc..

## Exhibit 1: Strong organizations do five things well



Source: Bain & Company organizational toolkit and Bridgespan analysis

### Organization Environment

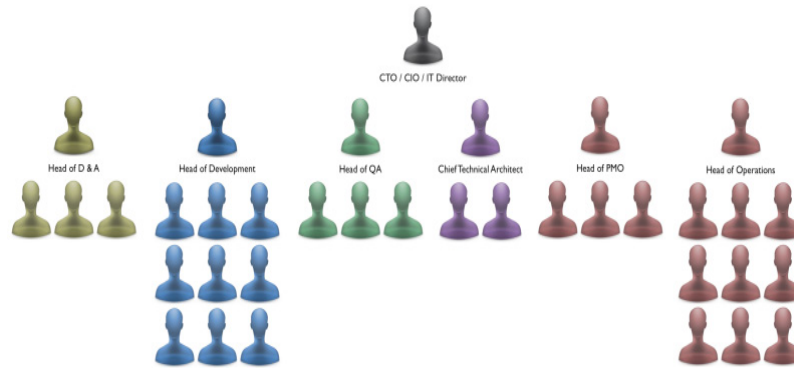
Years ago organizations were assuming that employees would work because they need to. That was definitely true because there was only one way to earn living. But now as Dan Pink (2009) said "today talented people need organizations less than organizations need them"

This means that organizations have to shift their focus from creating a place where they assume people need to work there to creating an environment where people want to work there.

Environment refer to outside world of the organization such as people, values, expectations, and technological, climatic conditions, economic and political structures. The organization interacts with all these environmental features to be able to survive. The environment offer manpower, technologies raw material etc. as inputs to the organization.

The compound working relationships between individual and groups (vertically and horizontally) and their associations within the organization influence how its activities are coordinated and accomplished. It depends on other several important concepts such as «work specialization», « authority delegation », « centralization » and « decentralization ».





### Conclusion

Organization is a term used to refer arrangement and coordination people's activities to achieve specified objectives. The organization should have structure, a clear vision, a competent leadership, specified individual roles and capacity to change. Environmental components (people, values, expectations, technological, climatic conditions, economic and political structure represent the outside world of the organization. It interacts with all these environmental features to be able to survive. Organizational relationships depend on other several important concepts such as "work specialization", "authority delegation", "centralization" and "decentralization".

### Assessment

Organizations may have the same components (manpower, materials, funds and other facilities)but differ in the final product. In this sense what are the ultimate goals of each of the following organizations to achieve: primary school, technical institution, hospital, Textile Company?

Differentiate between external and internal environment of an organization.

### 2 Characteristics and Features of Organizations

Society normally operates through organizations to achieve its goals. Society sets up goals in order to achieve specified tasks. Goals are then translated into objectives which in turn are converted to actions to achieve specific tasks. After the objectives are selected, the management has to identify total task involved and its break-up closely related component activities that are to be performed by an individual or division or a department.

1. Organizations have the following characteristics:
2. Organizations consist of a group of individuals.
3. Organizations are dynamic.

Organizations have specific activities and duties which are conducted and assigned under the direction of a leader: When activities have been grouped according to similarities and common purposes, they should be organized by a particular department. Within the department, the functional duties should be allotted to particular individuals.

Organizational output are the result of collective effort.

### **The following are the common features of all organizations.**

**Group behaviour.** This is the teamwork within the organization

**Structure.** This refers to formal relationships of an organization that indicates organization charts and position descriptions. Responsibilities and tasks are allocated to positions in a structure

**Process.** It is a method through which organizational activities are broken into small and manageable parts in order to achieve organizational goals.

**Relationships.** These are usually presented through the organizational structure

Authority and responsibility. These are vested on the line managers to enable the organization achieve its goals. The authority and responsibility should be well defined and should correspond to each other. A close relationship between authority and responsibility should be established.

**Performance.** It is achieved when there is a coordinated working relationship within an organization. This leads to achievement of organizational goals

**Creating Authority Relationship:** After assigning the duties and delegations of authority, the establishment of relationship is done. It involves deciding who will act under whom, who will be his subordinates, what will be his span of control and what will be his status in the organization. Besides these formal relationships, some informal organizations should also be developed.

### **Is it Important for a society to have an Organization?**

The well-known industrialist of U.S. late Andrew Carnegie, when sold his famous 'United States Steel Corporation', showed his confidence in organization by uttering the following words, "Take away our factories, take away our trade, our avenues of transportation, our money, leave nothing but our organization, and in four years, we shall re-establish ourselves." Through ages and in every walk of life, organizations have been playing a vital role. To estimate the significance of any organization look at its main advantages as summarized below:

- It facilitates administration and management: Organization is an important and the only tool to achieve enterprise goals set by administration and explained by management. Successful organization increases efficiency, avoids delay and duplication of work, increases managerial efficiency, increases promptness, motivates employees to perform their responsibility.
- It enhances the development of enterprise: A good organization is helpful to the growth, expansion and diversifications of the enterprise.
- It ensures maximum use of human resources: A good organisation appoints persons with multiple interests, skills, knowledge and viewpoints.
- It stimulates creativity: A sound and well-conceived organisation structure is the source of creative thinking and initiation of new ideas

**A tool for achieving objectives:** An organization is a vital tool in the hands of the management for achieving set objectives of the business enterprise.

Prevents corruption: Usually corruption exists in those enterprises which lack sound organization. Sound organization prevents corruption by raising the morale of employees. They are motivated to work with greater efficiency, honesty and devotion.

**Coordination in the enterprises:** Different jobs and positions are joined together by structural relationship of the organization. The organizational process exerts its due and balanced emphasis on the coordination of various activities.

**Eliminates overlapping and duplication of work:** Overlapping and duplication of work exists when the work distribution is not clearly identified and the work is performed incidentally and in a disorganized way. Since a good organization demands that the duties be clearly assigned amongst workers, such overlapping and duplication is totally eliminated.

### Conclusion

To conclude this part of unit 1, you have to consider the main characteristics of an organization such as structure, good behaviour, and teamwork. Authority and responsibility. Organizations are necessary for any society because they have many advantages such as management facilitation, business improvement, coordination etc. Their ultimate role is the achievement of prosperity and the welfare of its people.

**Assessment**

Match each item in column A with what is relevant in column B

Column A	Column B
Department	Responsibility
Teamwork	Charts and position descriptions
Authority	Particular duties to particular individuals
Structure	Group behaviour

The last section of unit 1 is intended to deal with the alternate usage of administration and management in educational settings

### 3 Types of Organisations

There are two types of organizations. These are formal and informal organizations.

#### **1 Formal Organizations**

Formal organizations are characterised by planned structure and represents the patterns of relationship that exist among the components of an organization. Formal organizations have the following specific characteristics:

**Clearly defined structure of activities.** These have formal relationships with charts and position descriptions. The charts tie positions together through a network of authority and accountability relationship.

**Permanence.** Formal organizations are relatively permanent. Most formal organizations are created to take a long time. However those that do not change to conditions in their environment may not last long.

**Elaborate.** Most formal organizations tend to be elaborate and complex. Some organizations may become more complex through increased specialisation.

## 2 Informal Organizations

Informal organizations consist of the unofficial and unauthorised relationships that occur between individuals or groups within the formal organization. Sometimes informal organizations occur within the formal organization. Informal organizations occur in order to:

- Satisfy a social need.
- Create a sense of belonging.
- Perpetuate cultural values of a group.
- Communicate and pass information.

### a. Characteristics of informal organizations

Informal organizations have the following characteristics

#### Standards of behaviour

Informal organizations generally develop its own laws, taboos and beliefs about what is right and wrong behaviour or conduct.

#### Pressures to conform

Informal groups tend to exert pressures upon which its members conforms to Informal leadership

Leaders in informal organizations emerge from groups through persuasion and influence.

### b. Influence of informal organizations in management of formal organizations

The presence of informal organizations helps the management of formal organizations. Informal groups form a channel through which certain information can be passed to workers. This additional means of communication can sometimes be very effective. It may also provide a means of social satisfaction. It is not possible for organizations to provide all means of satisfaction. Informal groups can serve as additional source of satisfaction for formal group members.

### 4 Educational Organizations

Educational organizations refer to a group of individuals located in a specific place or institution whose purpose is to impart knowledge, skills and attitudes to students or pupils in order to achieve pre-determined educational objectives or goals. Such organizations include schools, colleges, training institutes and centres as well as universities.

#### **The Difference between Management and Administration**

The term 'management' has been defined by different writers in different ways. According to Henri Fayol, "to manage is to forecast and plan, to coordinate and control". Van Fleet and Peterson define management "as a set of activities directed at the efficient and effective utilisation of resources in pursuit of one or more goals".

Keitner stated that "Management is a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a changing environment. Brech defined management as a social process which constitutes planning, controlling, coordinating and motivating. Perhaps a comprehensive definition of organization is the one adopted by Okumbe (1999) who states that management is the process of designing, developing, and effecting organizational objectives and resources so as to achieve predetermined organizational goals.

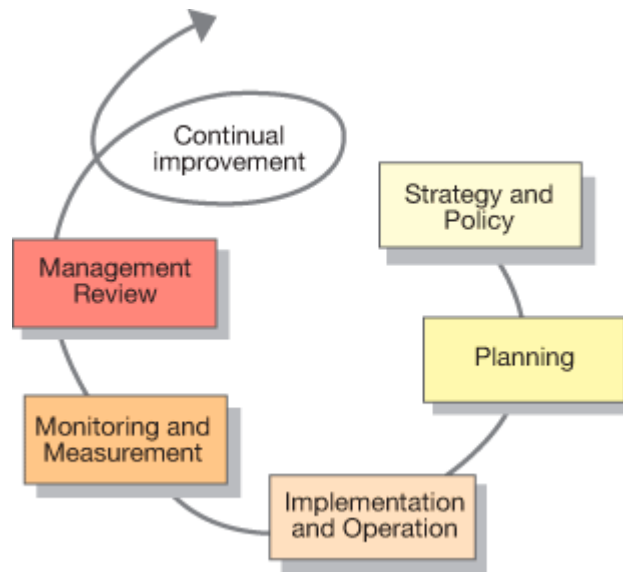
Many writers have used the term administration to mean management. According to Ramsay (1999:20), administration is a generalised type of human behaviour found in an organization. Administration is a process through which decisions are reached. Administration is the process of directing and controlling life in any social organization such as schools or in an industry.

The difference between administration and management is rather very thin. However while management is the process of working with and through groups or individuals to accomplish organizational goals, administration is concerned with directing and controlling life in a social system. The second difference is that administration deals with establishing a policy that guides decision-making laws and regulations. Management deals with implementation of laws and regulations.

#### **Educational Policy and Management**

Education policies are the principles and government policy-making in educational sphere, as well as the collection of laws and rules that govern the operation of education systems. Examples of areas subject to debate in education policy, specifically from the field of schools, include school size, class size, school choice, school privatization, tracking, teacher education and certification, teacher pay, teaching methods, curricular content, graduation requirements, school infrastructure investment, and the values that schools are expected to uphold and model.

Education policy analysis is the scholarly study of education policy. It seeks to answer questions about the purpose of education, the objectives (societal and personal) that it is designed to attain, the methods for attaining them and the tools for measuring their success or failure. To identify the relationship between education policy and educational administration or management you can look at main objectives of each. While education policy decide the overall aims and guidelines of educational process ,the educational management deal with the day to day administration of education(planning, directing, controlling and coordinating). Hence, educational management is deeply affected by the education policy.



Now, it is quite clear that educational administration and educational management are applied fields of study. Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational institutions. The same concept applies to education administration. According to Okumbe (1999), educational administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals.

### Conclusion

Formal organizations have a planned structure and represent the patterns of organizational. Relationships among its components .They are characterized by clearly defined structure of activities, permanence and elaboration. On the other hand, informal organizations deal with that type of unofficial and unauthorized relationships among members such as Pressures to conform and informal leadership. Educational organizations refer to a group of individuals in specific institutions (schools, colleges, training institutes and centres) to impart knowledge, skills and attitudes to students or pupils in order to achieve pre-determined educational objectives on goals.

### Assessment

1. In a school setting who do you consider as part of management among the following groups (tick as appropriate)

- (i) Parents
- (ii) School committee
- (iii) Headteacher
- (iv) Teachers
- (v) Non-teaching staff

2. In a school setting who do you consider as an administrator among the following groups or individuals (tick as appropriate)

- (i) Parents
- (ii) School committee
- (iii) Headteacher
- (iv) Teachers
- (v) Non-teaching staff

3. Name three areas in which a headteacher would give attention in the performance of his duties.

4. Explain two main differences between educational management and educational administration.

### Unit Summary

This unit highlighted the basic concepts of educational management. It has made a clear identification of organization as a social system based on interactive network of people, materials and environmental components to achieve common social objectives. It has also overshadowed characteristics of formal and non-formal organizations. It attempts to differentiate between management and administration.

### **Assessment**

1. What are the major characteristics of organizations? (50 – 100 words).
2. Explain the different forms of organizations (50 – 75 words).
3. List three reasons why informal organizations exist.
4. Distinguish the terms administration and management. (100 – 150 words)

### **Unit Readings and Other Resources**

The readings in this unit are to be found at course level readings and other resources.



# Unit 2: Theories of Management; Emergence and Development

## Unit Introduction

Now you have to take a step forward in studying educational management. In this unit you will navigate through the history of management and highlight the trends of development and innovations in the field of educational management.

## Unit Objectives

Upon completion of this unit you should be able to:

1. Describe the contributions of the general administrative theorists
2. Analyze the principles of classical management movement.
3. Relate the contribution of human relations movement to organizational management.
4. Examine the behavioural science movement approaches to management.
5. Relate the various approaches to management to education

The accomplishment of goals and objectives for this course using the topics outlined above will be

- a) Studying the text which is based on key concepts and theories
- b) Selected readings from different sources
- c) Video lectures
- d) Short essays writing

### Key Terms

**Bureaucracy:** refers to a system of administration based upon organization into bureaus(offices), division of labour, a hierarchy of authority, etc.: designed to dispose of a large body of work in a routine manner.

**Organizational Behaviour** is the study of the actions of people at work

**Rules:** refer to statements that establish standards to serve as norms for guiding or mandating actions

**Principles:** fundamental norms, rules or values that represent what is desirable and positive for a person or community or organization and help to determine what is fair for the action

**Regulations:** refer to general rules or principles employed in controlling or managing activities of the organization system

**Efficiency:** the comparison of what is actually produced or performed with what can be achieved with the same resources.

**Delegation:** refer to download transfer of authority from a manager to a subordinate

### Key Concepts of Behaviour Management Behaviour

**Behaviour:** Any movement of an organism, no matter how small, that results in a measurable change in at least some aspect of the environment

#### Antecedent Stimuli that occur prior to behaviours

- Consequence Events or changes in the environment following target behaviour
- Positive reinforcement: The contingent provision of a stimulus following target behaviour, resulting in an increase of the frequency, duration, or intensity of the target behaviour
- Positive punishment refers to a consequence that decreases the probability of a subsequent occurrence of behaviour. Can occur through by the administration of aversive stimuli

- Negative punishment is a consequence that decreases the probability of a subsequent occurrence of behaviour. Removal of a positive reinforcer or the
- Negative reinforcement: The contingent removal of stimulus (usually aversive) following target behaviour, resulting in an increase of the frequency, duration, or intensity of the target behaviour
- Applied behaviour analysis: The direct application of behaviour change principles in non-laboratory everyday situations and settings
- Functional assessment: Assessment procedures to verify the functions that problem behaviour serves and identify alternative behaviours that could serve the same function
- Satiation: Occurs when a stimulus that had reinforced some behaviour no longer seems to do so

### Learning Activities

(1) List of relevant readings

<http://www.nwlink.com/~donclark/history-management/management.htm>

(2) A Timeline of Management

(3) List of useful links

a. <http://en.wikipedia.org/wiki/scientific-management>

b. <http://en.wikipedia.org/wiki/Henri-Fayol>

c. MANAGEMENT YESTERDAY AND TODAY Chapter 2 2.1 © 2003 Pearson Education Canada Inc.

(4) List of relevant MULTIMEDIA resources

a. Introduction to Organizational Behaviour Chapter 1 Michael Nugent Published on Jun 11, 2012, OB chapter 1

b. Episode 143: Frederick Winslow Taylor's Scientific Management

c. Maslow's Hierarchy of Needs Published on Aug 11, 2012 Episode 145: Weber's Bureaucratic Management Published on Dec 2, 2013

d. <https://www.youtube.com/watch?v=8tJHjghAHJg>

e. The Human Relations Movement: Definition and Significance to Organizational Behaviour Published on Dec 31, 2013

f. Documentary: Organizational Behaviour 'What Motivate People?' Published on Oct 24, 2013 University of Malay

CBE2303 Organizational Behaviour- Assignment 1 <https://www.youtube.com/channel/UCVgdDxifLTqTuLI22mxnCXw>

### 1 Historical Background

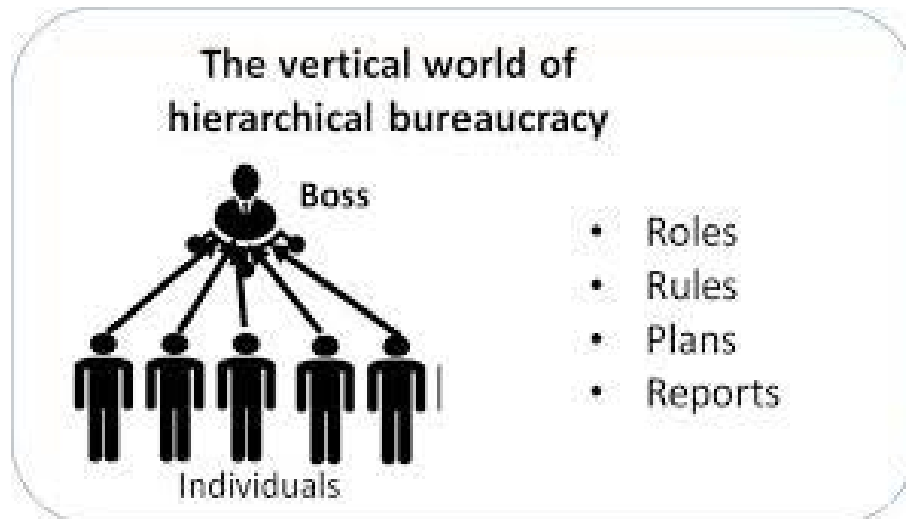
Organizations have existed for thousands of years. Significant events have been reported pre-twentieth-century in the works of Adam Smith and division of labour - breakdown of jobs into narrow and repetitive tasks increased productivity. Development of management was accelerated greatly after the Industrial revolution as a result of substitution machine power for human power. Hence, large organizations required formal management.

So, with the changing workplaces of industrial institutions in the 18th and 19th centuries, military theory and practice contributed in the emergence of approaches for managing the newly-popular factories. Subsequently a wide range of contributions of famous theorists came to existence such as; Max Weber who Developed a theory of authority structures and relations ; F.W. Taylor's Principles of Scientific Management and Henri Fayol' proposition of a universal set of management functions. Accordingly, a number of management systems and movements come to existence; classical, scientific and human relations approaches.

### 2 Bureaucracy

Bureaucracy refers to formal, hierarchical organization with many levels in which tasks, responsibilities and authority are delegated among individuals, offices, or departments, held together by a central administration. According to many sociologists and anthropologists, the development of bureaucratic organizations is necessary for the emergence of any modern civilization. Bureaucracy is a way of administration by organizing large numbers of people who need to work together. Organizations in the public and private sectors (including universities, schools and governments) rely on bureaucracies to function. The term bureaucracy literally means "rule by desks or offices," a definition that highlights the often impersonal character of bureaucracies. Setting up a bureaucracy helps to ensure that thousands of people work together in compatible ways by defining everyone's roles within a hierarchy (even though bureaucracies sometimes seem inefficient or wasteful!). Bureaucracy emerged from problems associated with big business enterprises and increasing complexity of government operations.

Max Weber was a German historian and sociologist (1864 – 1920) who played a major role in the development of a system of organization called bureaucracy. He is referred to as the father of bureaucracy. According to Weber, bureaucracy is an approach to management by office or position rather than a person. Weber designed patterns of relationships to guide complex organizational activities in a systematic manner to fulfil the needs of clients(or customers). He proposed that the system of administration should be applied through departments. He also proposed that an organization should be developed around logical rules, routines, clear division of labour, technical qualifications and clear chain of command. According to Max Weber bureaucracy was the best method of achieving group endeavours.



### a. Characteristics of Bureaucracy

The system of bureaucracy initiated by Weber has various unique characteristics or features. The main characteristics are:

- **Division of Labour;** In a bureaucratic system of organization, jobs are broken down into simple, routine and well-defined tasks. Organizational leaders are selected and appointed on the basis of demonstrated competence to perform the tasks. Complicated tasks are split into relatively simple and manageable parts and an individual person assigned to manage such a task. Specialization is emphasized to increase efficiency and achieve organizational goals.
- **Hierarchical Structure;** It refers to office arrangement in vertical order in which each lower hierarchy is supervised by higher order. This hierarchy of authority represented in the form of a chart.
- **Prescribed competence;** It is also referred to as formal selection. All members of the organization are selected on the basis of technical qualifications such as training and level of education.
- **Formal rules and regulations;** Rules and regulations are used to ensure uniformity and to regulate the actions of workers. Rules in bureaucratic system are used to promote efficiency and ensure continuity of organizational functions. As a result order, rational and equal treatment of all employees is practiced.
- **Impersonality;** Organizational decisions are made based upon facts rather than personal feelings and emotions. Rules and regulations are applied uniformly to avoid personal bias. Impersonality in dealing with workers ensures objectivity within the organization.
- **Career orientation;** Employment in bureaucracy favours technical qualification rather than ownership of the organization. Managers are professionals and promotion is based profession, experience or seniority.

### **b. Advantages of Bureaucracy**

The development of bureaucratic system has contributed a lot in managing huge organizations. Advantages of bureaucratic system in organizational functions include;

- Efficiency; Bureaucracy serves a large number of people in systematic manner. Besides this, individuals who have been involved in bureaucracy are trained and knowledgeable. All tasks that are performed at every echelon are supervised. Therefore bureaucracy is efficient in utilizing resources and effective in task performance.
- Predictability(ability to forecast); Bureaucracy operates on the basis of rules and regulations. Decisions are made on the basis of the set policies. Therefore decisions are free from prejudice and arbitrariness. As a result, activities are predictable and can be forecasted in advance.
- Impersonality (non-personal); Since bureaucracy functions on the basis of rules and policies, it sets clear boundaries for each position to minimize personal bias and duplication of efforts.

### **c. Disadvantages**

There are limitations in bureaucracy at the level of practice such as the following;

- Over conformity; Bureaucracy encourages conformity and continuity of established rules. It does not encourage the promotion of change. Bureaucracy is too rigid and overemphasize adherence to rules and regulation.
- Bureaucracy does not encourage two-way communication. Orders are from top and sometimes it is difficult for subordinates to communicate to the top management
- Bureaucratic organizations are slow in decision making. The search for rationality may create communication block which contribute to the delay in decision-making activities.

### **d. Applications of Bureaucracy in Educational Organizations**

The characteristics listed by Weber can be applied to individual schools and educational institutions. Schools are categorized as formal organizations with many similarities and characteristics of bureaucratic organizations. Some of the characteristics of schools found in bureaucratic organizations include hierarchical structure; appointments and promotions; staff specialization; rules and regulations; responsibilities and authorities as well as division of labour.

### **Conclusion**

The organization management emergence and development was the product of theorists in the different of humanistic and scientific fields. Max Weber set a model for bureaucratic management early in the 19th century. This model was based on a hierarchical, multi-level and division of labour and accordingly tasks, authorities and responsibilities are assigned to individuals and departments

### Assessment

1. According to the course presentations, one of the primary goals of a bureaucracy is
  - a. Coherent policy
  - b. Economic efficiency
  - c. Political efficiency
  - d. A good public image
2. Advantages of a bureaucracy include all except
  - a. Standardization
  - b. Decision-makers are removed from policy problems.
  - c. Expertise.
  - d. Coordination.
3. Roles are defined as those abilities individuals possess to carry out their specified tasks
  - a) True
  - b) False
4. The administrative office management is comprised of six functions
  - a) True
  - b) False
5. Essay Question: Who controls the bureaucracy?

### 3 Scientific Management

Scientific management theory was developed in the early 20th century by Frederick W. Taylor (1856 – 1915). So he is considered as the father of scientific management movement. Scientific management theory seeks to improve an organization's efficiency by systematically improving the efficiency of task completion by utilizing scientific, engineering and mathematical analysis. The aim is to reduce the waste, increase the process and the means of production and create a fair distribution of goods. This aim serves the common interest of employers, employees and society. Scientific management requires a high level of managerial control over employee work practices and entails a higher ratio of managerial workers to labourers than previous management methods. Such detail-oriented management may cause friction between workers and managers

He systematically studied work in industries when industries in Western countries were becoming complex. He was an industrial engineer at the Midvale Steel Company between 1879 -1889.

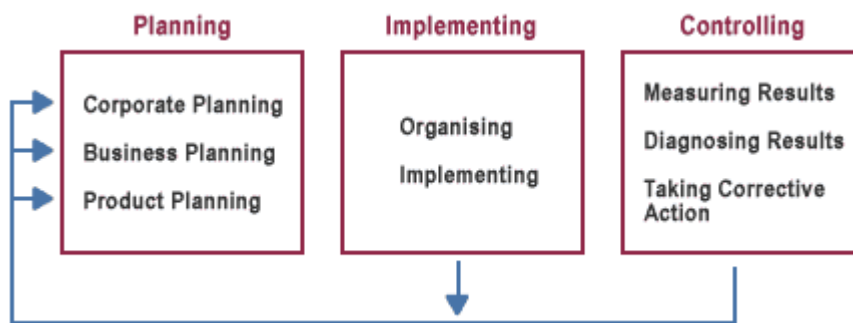
**a. Principles of Scientific Management**

During his tenure, he interacted with workers and the industry itself and developed the following scientific management ideas usually referred to as principles.

- Time-motion study principle: This principle stipulated that all work must be measured by accurate and standard observation. He believed that all efforts made for productivity should be measured in terms of time and motion. Therefore, standardized time of operation, rules and regulations should be set for workers. He further advocated that environment should be conducive to work in for productivity to increase.
- Piece – rate principle. In this principle, Taylor proposed that wage should be to output. Therefore the more work a worker performs, the higher should the pay be.
- Division of labour(or separation principle). This principle advocated that responsibility of management should be separated from that of workers. Therefore management is expected to plan, facilitate and set standards of work. Workers on the other hand should perform the tasks assigned to increase their efficiency.
- Functional foremanship – This principle is based on specialization. Taylor believed that the source of authority should be based on experts. Specialization requires that supervisors should have the necessary knowledge and skills on the work they supervise.

In conclusion to this part of the unit - from the perspective of the scientific management theory- managers should undertake the following duties:

- (a) Gathering information, analysing and reducing it into rules, laws or mathematical equations
- (b) Ensuring that the techniques developed by science are used by workers
- (c) Selecting and training workers
- (d) Application of scientific theories to planning and the workers perform according to plans.





### **b. Taylor's and Fayol's Contributions**

Implementations of scientific management often failed to account for inherent challenges such as the individuality of workers and the lack of shared economic interest between workers and management. As individuals are different from each other, the most efficient way of working for one person may be inefficient for another. As the economic interests of workers and management are rarely identical, both the measurement processes and the retraining required by Taylor's methods were frequently resented and sometimes sabotaged by the workforce.

Taylor himself recognized these challenges and sought to address them. Nevertheless, his own implementations of his system (e.g., Watertown Arsenal, Link-Belt Corporation, Midvale, and Bethlehem) were never really very successful. They made unsteady progress and eventually failed, usually after Taylor had left. The countless managers who later esteemed or imitated Taylor did even worse jobs of implementation. Typically, they were less analytical managers who had adopted scientific management as a fashionable way of cutting the unit cost of production, often without any deep understanding of Taylor's ideas.

Taylor knew that scientific management could only last if the workers benefited from the profit increases it generated. Taylor had developed a method for generating the increases, for the dual purposes of owner/manager profit and worker profit, realizing that the methods relied on both of those results in order to work correctly. But many owners and managers seized upon the methods thinking (wrongly) that the profits could be reserved solely or mostly for themselves and the system could endure indefinitely merely through force of authority.

Workers are necessarily human: they have personal needs and interpersonal friction, and they face very real difficulties introduced when jobs become so efficient that they have no time to relax, and so rigid that they have no permission to innovate.

Henri Fayol (1841-1925) was another major contributor to scientific management thought and a leading French industrialist. In 1916 he published his famous book, *Administration Industrielle et Generale* (General and Industrial Management).

Prior to Henri Fayol's development of an administrative theory of management, managers took a scientific approach to work, attempting to maximize productivity by treating their workers like machines. Fayol's 14 Principles of Management focus on the entire organization rather than just the work. Unlike Taylor's scientific management theory, Fayol believed that it was more than just work and workers. Managers needed specific roles in order to manage work and workers. This became known as the administrative school of management and was founded on the six functions, or roles, of management:

1. Forecasting
2. Planning
3. Organizing
4. Commanding
5. Coordinating
6. Controlling

These roles, used as a process, focused on the entire organization rather than just the work. Once broken down into smaller parts, the six functions evolved into Fayol's 14 Principles of Management.

1. Division of work. A worker is given only a small element of work.
2. Authority. This is the right to give orders and power to exert obedience in order to get work done.
3. Discipline. Rules and regulations should be enforced fairly and judiciously.
4. Unity of command. Each man should receive orders from one superior
5. Unity of direction. One head should plan for a group of activities with the same objectives.
6. Subordination of individuals interests to the organizational interests. Interest of organization must take priority all the times.
7. Remuneration(reward or payment) of staff. This should be fair to both employer and the institution.
8. Centralization. This should always be there.
9. Scalar-chain. A clear chain of authority from top to bottom of an organization
10. Order. A place for everything and everything in its place; materials and people should be in the right place.
11. Equity. A combination of kindness and justice towards the employee.
12. Stability of staff. Employees' turnover should be minimal
13. Initiative. All employees to be allowed to be innovative.
14. Esprit de corps. Team spirit should be promoted by management

In addition to the fourteen principles, Fayol recognized five processes which he referred to as "the basic elements of administration". These were planning, organizing, commanding, coordinating and controlling.

### **c. How do Today's managers use scientific management?**

To understand why scientific management was viewed as such an important development, you need to look at the times in which Taylor, the Gilbreths, and other scientific management advocates lived.

It was important because it could raise countries' standards of living by making workers more productive and efficient.

Also, it's important to remember that many of the tools and techniques developed by the scientific management practitioners are still used in organizations today.

### Conclusion

Frederick Taylor-an engineer -developed principles for scientific management as a result of his interaction with workers based on time/motion, productive rate etc. It wasthreatened by over emphasising the benefits of the firm on the account of employees.

Henri Fayol came to develop 14 principles for scientific management to incorporate the human factors in the development of production through fair payments and rewards.

### Assessment

1. Scientific management theory holds that the most efficient division of labour can best be determined by intuitive knowledge.
  - a) True
  - b) False
2. The line of authority that depicts the authority of managers at the top over employees at the bottom of the organization is called the "chain of command."
  - a) True
  - b) False
3. The use of information technology detracts from the usefulness of management science approaches.
  - a) True
  - b) False
4. Typically, managers who work in a mechanistic structure can react more quickly to change than managers who work in an organic structure
  - a) True
  - b) False
5. Unity of command is an important principle was adopted by
  - a) Max Weber
  - b) Henri Fayol
  - c) Frederick Taylor
  - d) Mary Parker
6. "Everything in its place and a place for everything" refers to the concept refers of
  - a) equity
  - b) order
  - c) discipline
  - d) Initiative

7. The power to hold workers accountable for their actions and to make decisions about the use of organizational resources is known as:

- a) Job specialization
- b) Authority
- c) Centralization
- d) Unity of Command

8- The study of the factors that have an impact on how workers respond to one another within organizations is known as:

- a) The Hawthorne studies
- b) Organizational behaviour
- c) Unity of command
- d) Organic structure

#### **4. The Human Relations Movement**

This movement was an attempt to equip managers with the social skill they need. Do people really considered in business? Let's discuss this question by exploring human relations theory and the movement surrounding it. Human relations are the analysis of people's issues that arise due to interpersonal and organizational relationships. In the business world, human relations are a critical part of organizational success; an organization may have a wonderful business plan, but without employees to carry out that plan, it is worthless. It's often said that a happy employee is a more productive employee. Nothing proves this more than the history of the human relations movement in management.

In the last part of this section we have learned about the scientific movement approach and its principles. We shall now consider another approach called the human relations movement. This movement was initiated by a social psychologist known as Mary Park Follet (1863-1933). She was against the scientific movement approach with its principles on high productivity, efficiency and other physical factors and wages as means of motivating workers. She strived to work hard to bring about a better-ordered society in which people might live a more satisfying life. To do this, she proposed the following four major principles.

Employers and employees should solve their differences through conferences and cooperation. This democratic way of solving problems should be done by the two parties:

- Involved listening to each other's different views/ situation.
- Accepting each other's viewpoints and understanding each other better.
- Integrating their viewpoints and becoming united in the pursuit of the common goal.
- Coordination must be achieved in the early stages. In order to run any organization well its duties must be coordinated from the very beginning.

- Coordination is the result of reciprocal understanding of all factors in the situation. This means that both employers and employees should share in the organizational tasks; this will result in better relationships
- Coordination is a continuing process. The sharing of ideas and working together between the administrators and workers should continue for the betterment of the administration and the workers.

Elton Mayo (1880) made Follet's principles popular and became the strongest contributor of the human relations movement. Between 1923 and 1926, he carried out experiments to test the physical conditioning on workers' productivity. Results from his study indicated that the determinant factor which affected job productivity was what went on inside the worker.

The study further found out that sociological and physiological factors were the strongest elements influencing worker's productivity. They were based on the following three elements:


**Morale.** In every group, there are rules which influence the morale of workers; for example, forbidding all noise.

**Job Satisfaction.** Overproduction and underproduction were both discouraged since it led to the danger of dismissal.

**Team - Spirit.** This was encouraged. Members of any group (informal group) were not allowed to report their associate (co-workers) to the administration.

### **The Behavioral Era: Elton Mayo and the Hawthorne Studies**

- What is the effect of lighting on worker productivity?
- Productivity increased at all levels of lighting.

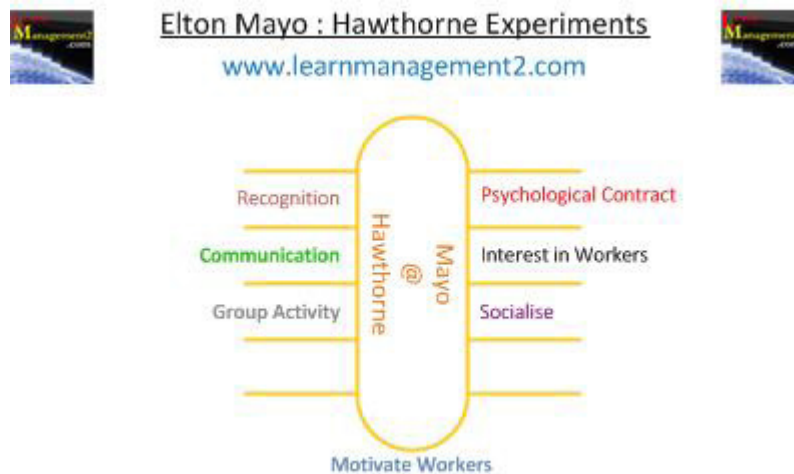


The Human relations movement according to Mayo had the following two major principles:

1. Satisfaction. This principle stated that the organization with the most satisfied workers would be the most efficient.
2. Democracy. This principle pointed out that democracy must prevail in any organization through:
  - a. Employee participation in decision-making.
  - b. Delegation of responsibilities to the workers by the administration
  - c. Open channels of communication between employers and workers as well as among workers.

3. Application of Human Relations Movement to Educational Management Through human relations movement:
4. Workers were provided with opportunities to enhance their personal growth and development.
5. Organizations were concerned with people and their needs. Workers were recognized as social-psychological human beings.

Mayo and Roethlisberger searched for a scientific reason for the increased productivity. After reviewing pages and pages of data, the only explanation that they could find was that the attitudes of the employees changed as they were more engaged by the researchers. The findings of this study became known as the Hawthorne effect, and the study is credited with being the first of its kind to prove that the way a person is treated directly affects his job satisfaction and productivity.



Douglas McGregor (1906-1964) developed the Theory X and Theory Y dichotomy about the assumptions of managers about workers and how these assumptions affect the organizational behaviour.

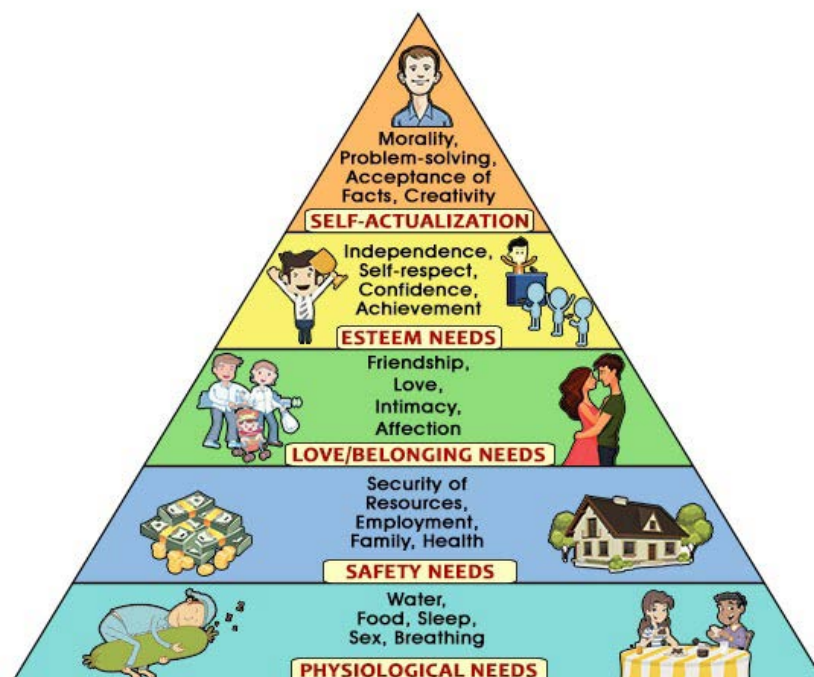
### Douglas McGreagor – The Human Side of Enterprise - Theory X and Y

- **Theory Y assumptions include the following:**
  1. Work is natural
  2. People desire self direction and self control
  3. People seek responsibility
  4. Problem solving should be widely distributed
  5. Worker ability is not utilized
  6. People want to do good work, need to grow, want to make contributions

The two theories are opposing methods by which supervisors perceive employee motivation. According to Theory X managers tend to assume that workers are lazy, have little ambition, and dislike work. So, need the constant threat of job loss and financial incentives to work hard. These workers are irresponsible and need to be controlled. Theory Y states that people are self-motivated, responsible, and creative and need to work. Theory Y has been adopted by more progressive management intellectuals that follow Elton Mayo's human relations approach.

Abraham Maslow (1908-1970) developed a theory of motivation that was based on three assumptions about human nature.

1. Human beings have needs that are never completely satisfied.
2. Human behaviour is aimed at satisfying the needs that are yet unsatisfied at a given point in time.
3. Needs fit into a somewhat predictable hierarchy ranging from basic, lower-level needs to higher-level needs:
  - Physiological (lowest)
  - Safety
  - Belongingness or social
  - Esteem
  - Self-actualization (highest and NOT achieved by everyone)



According to Maslow, McGregor's Theory Y did not completely work because it ignored the need individuals had for Theory X. Maslow used his hierarchy of needs theory to explain human motivation. The five levels of needs according to Maslow are physiological needs, safety needs, needs of belonging, esteem needs and self-actualization needs. Maslow believed that people cannot fulfil the higher needs of esteem and self-actualization without fulfilling the basic physiological and safety needs of an individual first.

### Conclusion

The human relations movement in management was based on the analysis of people's issues that arise due to interpersonal and organizational relationships. In the business world, human relations are a critical part of organizational success; an organization may have a wonderful business plan, but without employees to carry out that plan, it is worthless. During the 20th century a number of theorists put strong emphasis on the social and psychological factors affecting organizational environment and production. This movement was initiated by a social psychologist Mary Park Follet (1863-1933). She proposed 4 principles to bridge the gap between managers and workers through better understanding and cooperation. Henceforth Elton Mayo came to emphasize workers' morale job satisfaction and team spirit. Douglas McGregor proposed opposing theories X and Y. X refer to the administrative perception that workers are lazy and need to be coerced, while Y call for task share assuring that people are self-motivated, responsible, creative and need to work .

Later, Abraham Maslow developed his five scale pyramid of human needs that should be satisfied regularly; starting with physiological gradually ending with self-actualisation needs.

### Assessment

1. Desire to influence, coach, teach, or encourage other to achieve
  - a) Need for achievement
  - b) Need for affiliation
  - c) Need for power
  - d) Both A and B
2. Desire to accomplish something difficult
  - a) Need for power
  - b) Need for achievement
  - c) Need for affiliation
  - d) None of the above



3. Employees happiness depends on the ratio of inputs to outcomes
  - a) True
  - b) False
4. The best way for motivation is to have financial & non-financial rewards.
  - a) True
  - b) False
5. Which is not an assumption about workers that a manager that adheres to Theory X would have (pg. 419?)
  - a) Workers have more creative contributions to make than organizations generally allow
  - b) Workers prefer to be told what to do
  - c) Workers have an inherent dislike of work
  - d) Workers respond to money as the primary motivator

### 5. The Behavioural Science Movement (1950-1970)

#### **a. Introduction**

Long before theorists started writing about employee satisfaction and good working conditions, management considered classical leadership, with its sole interest in high production and efficiency, to be the most important to an organization's success. Later, it was concern for worker satisfaction and good working conditions that formed the foundation for behavioural management theory.

This movement is also referred to as the social science movement. The movement was opposed to the scientific management movement which it criticized as being too harsh in its approach to workers. It also criticized the human relations movement as being too soft on the workers to the detriment of the organizational objectives. The social science movement advocated the view that both approaches should be used appropriately to affect satisfaction for both the organization and the workers.

Chester Barnard (1886 – 1961) initiated the movement in the 1940s. He stressed the need for a systematic conceptual scheme of administrative behaviour within a social science framework. He advocated the recognition of the workers as psychological-social beings. To achieve this, administrators/ managers should be equipped with some knowledge of social sciences disciplines. These disciplines include psychology, sociology, government and economics. A good administrator/ manager has a good insight of the working situation, the job and the worker himself.

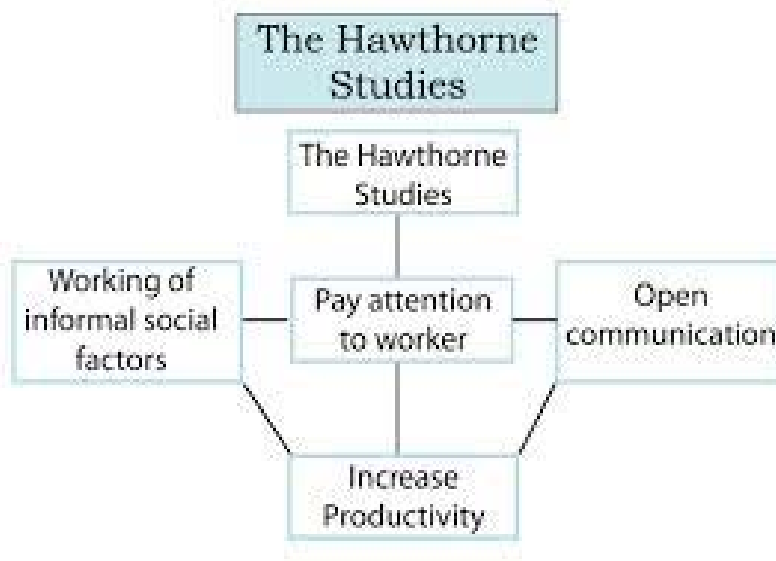
Behavioural management theory was developed in response to the need to account for employee behaviour and motivation. The shift moved management from a production-orientation (classical leadership theory) to a leadership style focused on the worker's human need for work-related satisfaction and good working conditions.

Behavioural management theory relies on the notion that managers will better understand the human aspect to workers and treat employees as important assets to achieve goals. Management taking a special interest in workers makes them feel like part of a special group.

As time went on, thinking shifted, and management started looking at employee satisfaction and working conditions as a way to increase productivity. Theorists like Elton Mayo and others studied employee productivity under different conditions to determine a connection.

Mayo's Hawthorne experiment provides a good example of this. In the Hawthorne experiment, a group of telephone line workers were separated and observed working in a private room. During their workday, the group members were given special privileges, like freedom to leave their workstations, changes in pay rates, and even company-sponsored lunch. What they discovered was the control group produced more than the other employees. The rationale for this increased production was that the group felt that management was interested in their well-being.

This began the human relations movement for management. If all management had to do was spend time, express interest in workers' personal well-being, and reward them for a job well done, workers would feel motivation to work harder. In fact, behaviour towards work would be positive.



### **b. Behaviour and Motivation**

Let's see how behavioural management theory works in a modern day telephone line company. Total Telephone Line Company workers perform the monotonous job of weaving telephone lines together. Managers know the work is boring and often results in poor productivity and absenteeism.

Percy oversees the workers as they weave away, making sure each set of wires is perfect. Workers like Lucy and Marcy chit-chat during most of their shift, getting very little done. Daphne daydreams about working as a fashion designer and uses much of her workday sketching haute couture on lunch napkins.

Percy used to yell at the ladies and banish them to silence. Daphne even had her pencils taken away from her on several occasions. But productivity did not increase. In fact, it decreased. Percy knew she had to try something new. She had a tough challenge. She is responsible for high productivity. After all, Total Telephone Wire is profit motivated.

Percy researched ways to improve productivity and came across a book on behavioural management theory. She found that a greater concern for employee needs leads to higher satisfaction levels and better overall performance, which leads to behavioural changes in their response to work.

Percy changed the way she managed the ladies. She asked questions about their work environment. She even took suggestions about how they can perform their job more efficiently. What Percy discovered is that the more she connected with the ladies, the more motivated they were to perform and do a good job. This changed their behaviour towards Percy's drilling orders, and it increased their productivity.



Behaviour is defined as the way a person conducts themselves towards others. When workers are treated as humans rather than machines, they respond to their particular work situation in a positive way - by increasing individual productivity.

Percy read the work of theorists who described the things that inspire people to go to work. What she learned was astonishing. While salary is important, it is not the only important consideration. Workers had more intrinsic motives for working, like: Self-fulfilment

Management is often suspicious of strong informal work groups because of their potential power to control the behaviour of their members, and as a result, the level of productivity. In 1950 George C. Homans (1910–1989) developed a model of social systems that may be useful in identifying where these groups get their power to control behaviour.

In 1959, another psychologist, Frederick Herzberg (1923–2000), examined sources of worker satisfaction and dissatisfaction. Herzberg cited achievement, responsibility, advancement, and growth as job satisfiers—factors that motivate workers. He also proposed that other aspects of the job environment called job maintenance factors—company policy, supervision, working conditions, interpersonal relations, salary and benefits—contribute to the desired level of worker satisfaction, although these factors rarely motivate workers

Also in the 1960s, another behavioural science researcher, Chris Argyris (1923–), presented his immaturity-maturity theory (1964). He said that keeping workers immature is built into the very nature of formal organizations. These concepts of formal organizations lead to assumptions about human nature that are incompatible with the proper development of maturity in the human personality. He saw a definite incongruity between the needs of a mature personality and the structure of formal organizations.

More and more leaders in both for-profit and non-profit organizations recognize the importance of the goals of the behavioural science (human relations) movement. Those goals consist of fitting people into work situations in such a manner as to motivate them to work together harmoniously and to achieve a high level of productivity, while also providing economic, psychological, and social satisfaction.

### **c.Application of Behavioural Scientific Movement to Educational Management**

This movement has two important effects. They are:

- It advocates administrators emerging from different disciplines and not necessarily from educational institutions;
- It reveals that to-day, those who train as school administrators are also expected to have some knowledge of social sciences like economics and government.

### **Conclusion**

Early practitioners of management were deeply concerned with the increase of production and efficiency. Working conditions and people satisfaction were neglected. The evolution of social and behavioural science movement made a good shift towards improvement of working conditions and workers' satisfaction. So, privileges and response to intrinsic motives in addition to working conditions were highly estimated as a result of behavioural theories application.

## Assessment

- 1) By movement of an organism, no matter how small, that results in a measurable change in at least some aspect of the environment
  - a) Consequence
  - b) Antecedent
  - c) Satiation
  - d) Behaviour
- 2) A consequence that decreases the probability of a subsequent occurrence of behaviour. removal of a positive reinforcer or the
  - a) Positive reinforcement
  - b) Negative reinforcement
  - c) Positive punishment
  - d) Negative punishment
- 3) Occurs when a stimulus that had reinforced some behaviour no longer seem to do so
  - a) Consequence
  - b) Antecedent
  - c) Behaviour
  - d) Satiation
- 4) Applied behaviour analysis → any movement of an organism, no matter how small, that results in a measurable change in at least some aspect of the environment
  - a) True
  - b) False
- 5) Positive punishment → a consequence that decreases the probability of a subsequent occurrence of behaviour. Can occur through by the administration of aversive stimuli
  - a) True
  - b) False
- 6) Negative reinforcement → the contingent removal of stimulus (usually aversive) following target behaviour, resulting in an increase of the frequency, duration, or intensity of the target behaviour
  - a) True
  - b) False

### Learning activity

1. Distinguish between human relations approach to behavioural science approach. To what extent are these approaches applied in the management of education institutions?
2. Motion- and- time study of a job dehumanizes the workers. Critically discuss this statement. (250 – 300 words)
3. Describe the three streams of thought that make up the classical view of an organization (250 – 300 words).

### Unit Summary

This unit is composed of four sections .In the first section, the learner was introduced to bureaucratic management and the contributions of Max Weber .Then the advantages and disadvantages were sorted out .in section two, scientific management was highlighted emphasizing the contributions of Frederick Taylor and Henri Fayol who proposed 14 principles of management with basic emphasis on division of labour,order, unity of command and discipline. Sections three were devoted to the high shift in management towards more consideration to the working environment and job satisfaction of workers through utilisation of social and behavioural movement theories. They tend to compromise on job satisfaction and efficiency of work.

### Formative Evaluation

1. Discuss the contribution of Taylor to the theory of management. To what extent is Taylor's theory applicable to educational organizations? (300 – 350 words).
2. Compare and contrast Taylor's scientific management with Fayol's general management.
3. What are the advantages and the disadvantages of bureaucracy? (250 - 300 words).

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# Unit 3: Theories of Motivation

## Unit Introduction

This unit represents the main tools of activating human resources contribution in managing and increasing efficiency and productivity of workers in the organization. The emphasis will be on psycho analysis of managers and workers' behaviour. Different theories of motivation are tackled to show their reflections on the whole process of organizational management.

## Unit Objectives

Upon completion of this unit you should be able to:

1. Identify the two categories of theories of motivation.
2. Describe the motivation theories in each category.
3. Examine the contribution of each theory to education management

## List of Required Readings

<http://en.wikibooks.org/wiki/managing-Groups-andTeams/motivation>

[Wikipedia \(2007\)"http://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs"](http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs)retrieved November 2007.

[Wikipedia \(2007\)"http://en.wikipedia.org/wiki/Motivation"](http://en.wikipedia.org/wiki/Motivation)

[\(lv\) http://www.laynetworks.com/Theories-of-Motivation.htm](http://www.laynetworks.com/Theories-of-Motivation.htm)

Theories of Motivation (Part - 3 of Motivation- Ken Shah & Prof. Param J. Shah),2015

List of Relevant Resources

1. A computer with internet facility to access links and copyright free resources
2. Multimedia resources like CD-ROM, Video
  - (Motivational Theories - Maslow, Herzberg & Taylor
  - (Two-factor theory, Published on Aug 28, 2014
  - Episode 20: Maslow's Hierarchy of Needs, Published on Aug 11, 2012
  - Episode 138: Introduction to Equity Theory: The Impact of Perception on Employee Motivation, Published on Oct 14, 2013.
  - Expanded Maslow's Hierarchy of Needs, Human Needs, Self-Actualization, Humanistic Psychology, and Uploaded on Jun 22, 2011
  - Motivational Theories,Samantha Addison Published on Jun 17, 2014,CategoryFilm & Animation License Standard YouTube License
  - Herzberg's Theory of Motivation Uploaded on Dec 2, 2010

We take a look at important factors in employee management, performance and evaluation, based on Herzberg's Theory of Motivation.

### Key Terms

**Motivation:** Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job role or subject, or to make an effort to attain a goal

**Hierarchy of Needs:** The five successive categories of needs that are arranged in hierarchy by Abraham Maslow to be satisfied accordingly

**Self-actualization:** It is the realization and fulfilment of one's own full potential through continual self-development and maintenance of excellence in one's performance.

**Cognitive Theories of Motivation:** These are theories based on the fact that individuals make conscious decisions depending on the effort they put in their work.

**Content Theories:** These theories consider motivation as functions of people's needs.

**Expectancy Theory:** This Theory considers an employee's motivation to perform effectively as determined by two variables namely effort-reward probability and reward value or valence.

**Hygiene Factors:** These are job context factors such as work setting and performance.

## Learning Activities

### 1. A Conceptual Background

(What is Motivation?)

Motivation is the answer to the question "Why we do what we do?". The motivation theories try to figure out what the "M" is in the equation: "M motivates P" (Motivator motivates the Person). It is one of the most important duties of an entrepreneur to motivate people. (I strongly believe that motivating people with visionary and shared goals is more favourable than motivating through tactics, incentives or treatment through simple carrot and stick approaches because motivating with vision is natural whereas the former is artificial and instantly removed).



Now, let's ride on the shoulders of the giants:

Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student who spends extra time studying for a test because he or she wants a better grade in the class (blog about entrepreneurship and innovation (<http://ozgurzan.com/management/management-theories/>))

A manager requires creating and maintaining an environment in which individuals work together in groups towards the accomplishment of common objectives. A manager cannot do a job without knowing what motivates people. The building of motivating factors into organizational roles, the staffing of these roles and the entire process of leading people must be built on knowledge of motivation. It is necessary to remember that level of motivation varies both between individuals and within individuals at different times. Today in the increasingly competitive environment maintaining a highly motivated workforce is the most challenging task. The art of motivation starts by learning how to influence the behaviour of the individual. This understanding helps to achieve both, the individual as well as organizational objectives. Motivation is a powerful tool in the hands of leaders. It can persuade convince and stimulate people to act. (Ken Shah & Prof. Param J. Shah).

Motivation theories can be classified broadly into two different perspectives: Content and Process theories. Content Theories deal with "what" motivates people and it is concerned with individual needs and goals. Maslow, Alderfer, Herzberg and McClelland studied motivation from a "content" perspective. Process Theories deal with the "process" of motivation and is concerned with "how" motivation occurs. Vroom, Porter & Lawler, Adams and Locke studied motivation from a "process" perspective.

### **2. The Content Theories of Motivation**

In a historical perspective, the content theories tend to be the earliest theories of motivation or later modifications of early theories. Within the work environment they have had the greatest impact on management practice and policy, whilst within academic circles they are the least accepted.

Content theories are also called needs theories, because they are generally associated with a view that concentrates on the importance of determining 'what' motivates us. In other words they try to identify what our 'needs' are and relate motivation to the fulfilling of these needs.

1. Maslow Hierarchy of Needs
2. Herzberg Two Factor Theory
3. ERG Theory
4. Management Assumptions(theory x and theory y)
5. Mc Clelland Needs Affiliation and Power

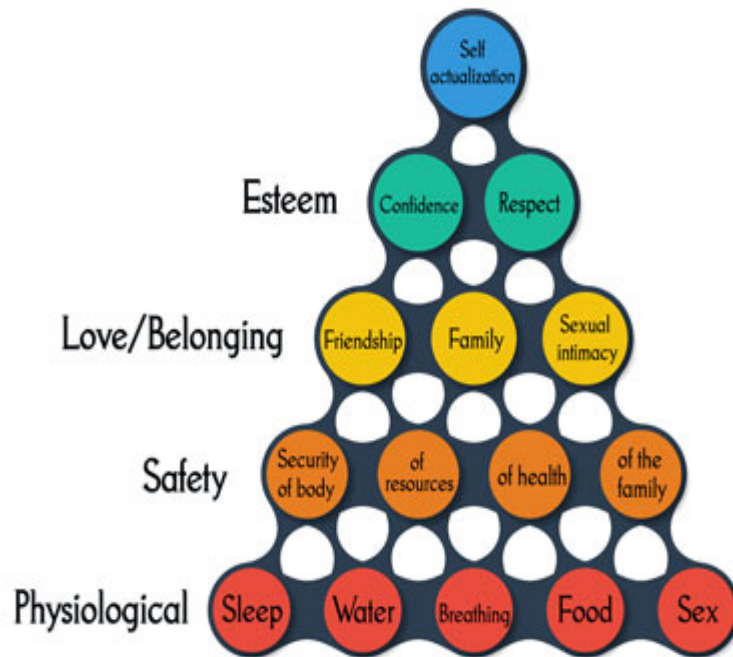
### a. Maslow's Hierarchy of Needs Theory

This is the most widely known theory of motivation and was hypothesised by American psychologist Abraham Maslow in the 1940s and 1950s. Maslow put forward the idea that there existed a hierarchy of needs consisting of five levels in the hierarchy. These needs progressed from lower order needs through to higher level needs.

It is based on two assumptions. First that human beings have needs that are different in nature ranging from biological needs at the lower level to psychological needs at upper level. The second assumption is that these needs must be satisfied before higher level needs. Maslow came up with five needs which people considered as most important.

The basic premise of the theory is that we all have these five levels of needs and that starting at the lowest level we are motivated to satisfy each level in ascending order. As each level is sufficiently satisfied we are then motivated to satisfy the next level in the hierarchy. These five needs are:

1. **Physiological Needs:** These are basic needs for actual survival. They are expected to sustain life itself and include need for food, water, shelter, air and sex.
2. **Safety (or security) Needs:** After a person's survival needs are fulfilled, the need for self-preservation become motivators of his behaviour. These needs are for safety and/ or security. They also include stability, freedom from anxiety and job security. Life and medical insurance may be other needs that can fall in this category.
3. **Love and social needs:** Once the needs of the body and security are taken care of a sense of belonging and acceptance become prominent in motivating behaviour. Human being need other people with whom they can interact and relate their problems to. These needs are for love, friendship, affection and social interaction. In a school set up, a school pupil naturally wants to make friends. That is the reason why they join various clubs such as drama and other extracurricular activities.
4. **Esteem Needs:** After the third group of needs is fulfilled self-esteem needs set in. These needs are a desire for recognition for work well done. It is an urge for achievement, prestige, status and power. Respect from others is an external recognition while self-respect is internal recognition. Both internal and external respect results in self-confidence independence, status, reputation and prestige.
5. **Self-actualization:** This is final group of needs which is usually at the top of hierarchy. It is the need to develop fully and to realize one's capacities and potentialities to the fullest extent possible. This is activated after all other needs have been fulfilled.



The five different levels were further sub-categorised into two main groups

1. Deficiency needs - Maslow considered these the very basic needs required for survival and security. These needs include:

- a. Physiological needs
- b. Safety needs
- c. Social needs

2. Growth needs - These are needs associated with personal growth and fulfilment of personal potential.

- a. Esteem needs
- b. Self-actualisation needs

In Maslow's theory we can never run out of motivation because the very top level, self-actualisation, which relates to the achievement of our full potential, can never be fully met.

Maslow's theory has been widely embraced and taught within the business world and few people who have attended a company supervision or basic management training course are unlikely not to be familiar with this theory.

## b. Herzberg's Two Factor Theory

(Herzberg's Motivation-Hygiene Theory)

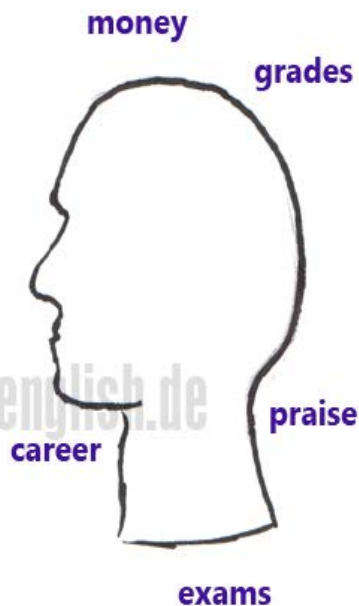
This is the second theory of content theories of work motivation. It was developed by Frederick Herzberg. He studied work motivation of people and came up with two categories of factors. These are hygiene factors and motivating factors. In the late 1950's, the American psychologist Frederick Herzberg analysed the foundations of job motivation based on a large-scale literature review and a survey amongst 200 engineers and accountants from the Pittsburgh area. He challenged the traditional view that workers are only satisfied or dissatisfied with their jobs and proposed a system with dual continuums of "satisfiers" and "dissatisfiers" to understand employee motivation and satisfaction. Regarding the collection Herzberg said:

Thus, when workers are satisfied, they attribute their satisfaction to the work itself. When they are dissatisfied with their jobs, they are concerned about their work environment. He named this dual continuum motivation and hygiene.

### Intrinsic Motivation



### Extrinsic Motivation



### Hygiene Factors

Hygiene factors describe the employee's relationship to the environment in which he performs work. The environment in this case includes policies and administration, supervision, salary, interpersonal relations with the supervisors and working conditions. When these factors fall below what an employee considers acceptable, he/she becomes dissatisfied. Hence these factors are sometimes called dissatisfiers. When hygiene factors are at or above acceptable level, dissatisfaction is removed.

The factors that help prevent dissatisfaction do not lead to higher levels of motivation but dissatisfaction exists without them. These factors are primarily extrinsic:

- a) Enterprise policies and administration
- b) Quality of supervision
- c) Working conditions
- d) Interpersonal relations
- e) Salary
- f) Status
- g) Job security

#### Motivation Factors (Motivators)

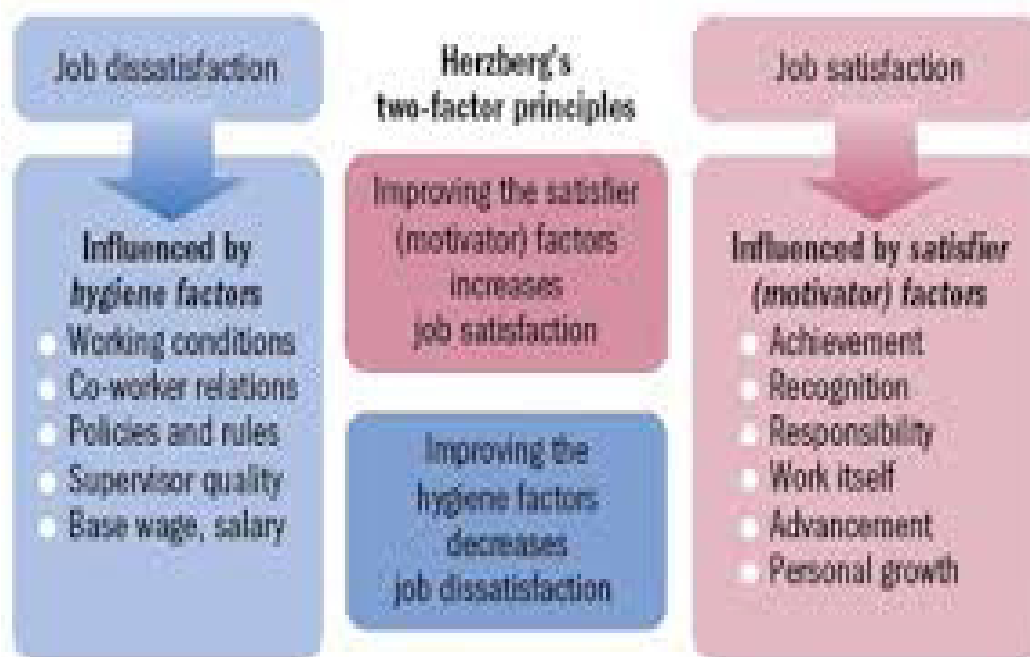
These factors are related to the nature of work. They are commonly referred to as intrinsic factors or satisfiers. Motivating factors relate to what an employee does in his place of work. Achievement, recognition for accomplishment, challenging work, increased responsibility, growth and development are some of the motivating factors.

According to Herzberg, when these factors fall below acceptable levels, they contribute very little to job dissatisfaction. However he/she will not desire any satisfaction from the job. When these factors are at or above acceptable level, they lead to job satisfaction.

The five factors that lead to job satisfaction and higher levels of motivation. These factors are neutral if they are not activated. They are primarily intrinsic factors:

- a) Achievement
- b) Recognition
- c) The work itself
- d) Responsibility
- e) Advancement

Preferably, the two approaches, hygiene and motivation, must be carried out simultaneously. Treat people so they obtain a minimum of dissatisfaction. Use people so they achieve, get recognition, grow and advance in their careers. Based on Maslow's Hierarchy, Herzberg theorized that the factors that motivate the worker or are likely to satisfy their needs, lead to positive job attitudes.



### Herzberg's two-factor theory

According to the Two-Factor Theory there are four possible combinations

- High Hygiene + High Motivation: The ideal situation where employees are highly motivated and have few complaints.
- High Hygiene + Low Motivation: Employees have few complaints but are not highly motivated. The job is viewed as a pay check.
- Low Hygiene + High Motivation: Employees are motivated but have a lot of complaints. A situations where the job is exciting and challenging but salaries and work conditions are not up to par.
- Low Hygiene + Low Motivation: This is the worst situation where employees are not motivated and have many complaints.

### c. ERG Theory

The ERG need theory was developed by Clayton Alderfer. It is a refinement of Maslow's needs hierarchy. It has three levels namely Existence (E) Relatedness (R) and Growth (G).

Existence needs: These needs are satisfied mainly by material incentives. The need for shelter, physical wellbeing and psychological safety as well as sustenance is some of the existence needs.

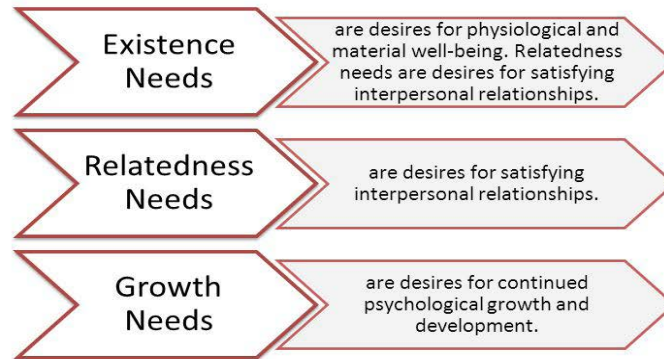
Relatedness needs: These needs are satisfied by interpersonal relationships and social interaction. It involves open communication and mutual exchange of ideas with members of an organization.

Growth needs: These are the needs to grow and reach the full potential that a person is capable of reaching. Usually these needs are fulfilled by individual involvement in the organizational environment.

HUMAN NEEDS

## Alderfer's ERG Theory

- Alderfer's ERG Theory



The main difference between Maslow's theory and ERG theory is that ERG theory is a flexible hierarchical order theory. On the other hand, Maslow's theory advocates strict hierarchical order. ERG theory advocates that people may be motivated by more than one kind of need while Maslow's theory indicates that a person satisfies lower levels of needs before the next level.

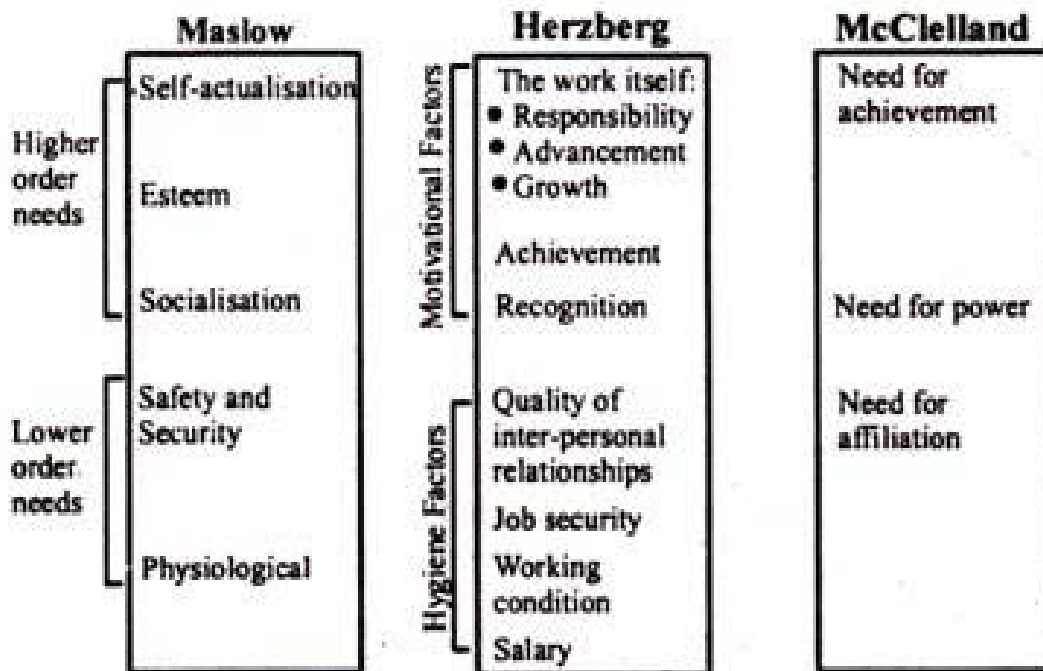


Fig. 17.2 : Three Need Theories of Motivation

### d. McClelland Theory

David McClelland built on this work in his 1961 book; "The Achieving Society" identified three motivators that he believed we all have: a need for achievement, a need for affiliation, and a need for power. People will have different characteristics depending on their dominant motivator. According to McClelland, these motivators are learned (which is why this theory is sometimes called the Learned Needs Theory).

According to David McClelland, acquired needs theory recognizes that everyone gives priority to needs differently. He also believes that individuals are not born with these needs, but that they are actually learned through life experiences. McClelland identifies three specific needs:

- Need for achievement is the drive to excel.
- Need for power is the desire to cause others to behave in a way that they would not have behaved otherwise.
- Need for affiliation is the desire for friendly, close interpersonal relationships and conflict avoidance.

McClelland links each need with a distinct set of work preferences, and managers can design the environment to meet these needs.

High achievers differentiate themselves from others by their desires to do things better. These individuals are strongly motivated by job situations with personal responsibility, feedback, and an intermediate degree of risk. In addition, high achievers often exhibit the following behaviours:

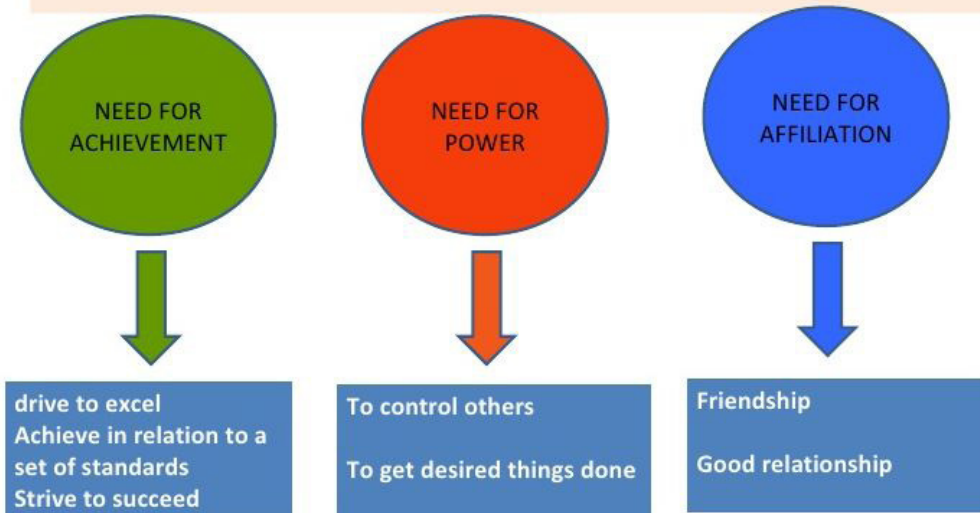
- Seek personal responsibility for finding solutions to problems
- Ask for rapid feedback on their performances so that they can tell easily whether they are improving or not
- Set moderately challenging goals and perform best when they perceive their probability of success as 50-50.
- An individual with a high need of power is likely to follow a path of continued promotion over time. Individuals with a high need of power often demonstrate the following behaviours:
  - Enjoy being in charge
  - Want to influence others
  - Prefer to be placed into competitive and status-oriented situations
  - Tend to be more concerned with prestige and gaining influence over others than with effective performance
- People with the need for affiliation seek companionship, social approval, and satisfying interpersonal relationships. People needing affiliation display the following behaviours:
  - Take a special interest in work that provides companionship and social approval
  - Strive for friendship



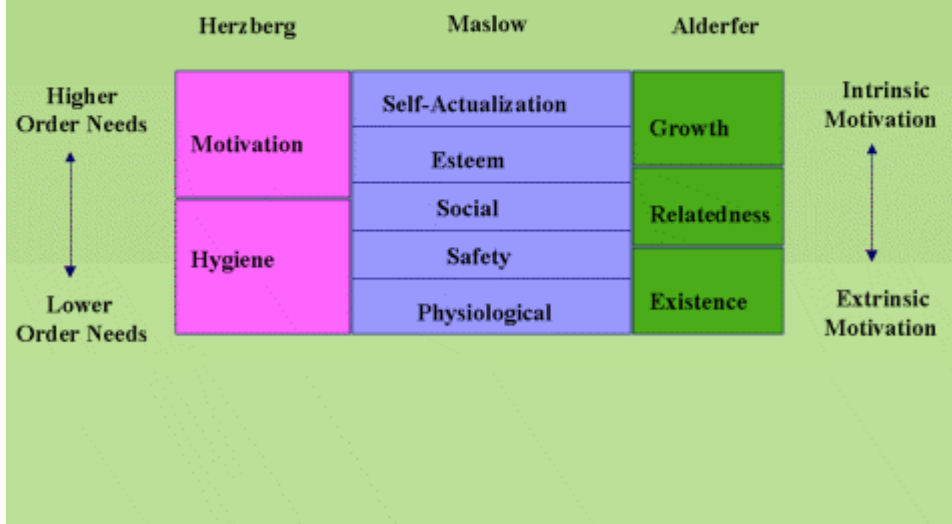
- Prefer cooperative situations rather than competitive ones
- Desire relationships involving a high degree of mutual understanding
- May not make the best managers because their desire for social approval and friendship may complicate managerial decision making

It is interesting enough to say that a high need to achieve does not necessarily lead to being a good manager, especially in large organizations. People with high achievement needs are usually interested in how well they do personally and not in influencing others to do well. On the other hand, the best managers are high in their needs for power and low in their needs for affiliation.

## MCCLELLAND'S THEORY OF NEEDS



## Comparison of Motivation Theories



McClelland says that, regardless of our gender, culture, or age, we all have three motivating drivers, and one of these will be our dominant motivating driver. This dominant motivator is largely dependent on our culture and life experiences.

These characteristics are as follows:

Dominant Motivator	Characteristics of This Person
Achievement	(a) Has a strong need to set and accomplish challenging goals (b) Takes calculated risks to accomplish their goals. (c) Likes to receive regular feedback on their progress and achievements. (d) Often likes to work alone.
	(a) Wants to belong to the group (b) Wants to be liked, and will often go along with whatever the rest of the group wants to do. (c) Favours collaboration over competition. (d) Doesn't like high risk or uncertainty.
Growth	(a) Wants to control and influence others (b) Likes to win arguments (c) Enjoys competition and winning (d) Enjoys status and recognition.

### Examples of Using the Theory

Let's take a closer look at how to manage team members who are driven by each of McClelland's three motivators:

#### Achievement

People motivated by achievement need challenging, but not impossible, projects. They thrive on overcoming difficult problems or situations, so make sure you keep them engaged this way. People motivated by achievement work very effectively either alone or with other high achievers.

When providing feedback, give achievers a fair and balanced appraisal. They want to know what they're doing right – and wrong – so that they can improve.

### Affiliation

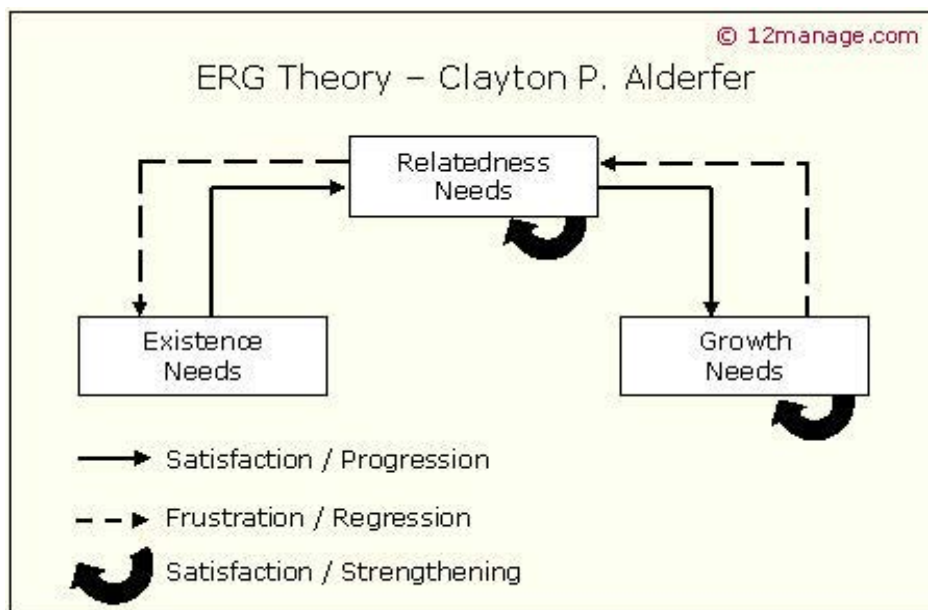
People motivated by affiliation work best in a group environment, so try to integrate them with a team (versus working alone) whenever possible. They also don't like uncertainty and risk. Therefore, when assigning projects or tasks, save the risky ones for other people.

When providing feedback to these people, be personal. It's still important to give balanced feedback, but if you start your appraisal by emphasizing their good working relationship and your trust in them, they'll likely be more open to what you say. Remember that these people often don't want to stand out, so it might be best to praise them in private rather than in front of others.

### Power

Those with a high need for power work best when they're in charge. Because they enjoy competition, they do well with goal-oriented projects or tasks. They may also be very effective in negotiation or in situations in which another party must be convinced of an idea or goal.

When providing feedback, be direct with these team members. And keep them motivated by helping them further their career goals.



### Conclusion

A manager requires creating and maintaining an environment in which individuals work together in groups to achieve organization objectives. He has to know what motivates people. Motivation theories can be classified broadly into two different perspectives: Content and Process theories. In this section, four theories were discussed. Abraham Maslow assumes that human beings have different needs ranging from biological needs at the lower level to psychological needs at upper level and these needs must be satisfied before higher level needs. Herzberg's two factor theory proposed a system with dual continuums of "satisfiers" and "dissatisfiers" to understand employee motivation and satisfaction. It reflects high /low motivation. Clayton Alderfer has developed a three levels namely Existence (E) Relatedness (R and Growth (G).

McClelland identifies three specific needs: a) need for achievement is the drive to excel; b) need for power is the desire to cause others to behave in a way that they would not have behaved others and c) need for affiliation is the desire for friendly, close interpersonal relationships and conflict avoidance.

### Assessment

1. Maslow's Hierarchy of Needs included ALL of the following except:
  - a. Existence needs
  - b. Physiological needs
  - c. Need for self-actualization
  - d. Belongingness need
2. ERG Stands for:
  - a. Existence, ready and great
  - b. Existence, relatedness and growth
  - c. Existence, relatedness and grand
  - d. Eager, relatedness and growth
3. Which of the following is false about the assumptions shared by motivation theories?
  - a. The theories explain voluntary behaviour
  - b. Behaviour has a starting point, direction, and stopping point
  - c. The theories assume behaviourist not random
  - d. The theories do not suggest ways managers can affect employee behaviour.

4. Which of the following statements is false about the hierarchy of needs theory? (Maslow)?
- a. Chronic frustration of needs has no ill effects
  - b. The next higher-level need can become important, while a lower level is only partially satisfied
  - c. Needs are not the only basis of human behaviour
  - d. A satisfied need is no longer a motivator
5. Each of the following statements about the hierarchy of needs theory (Maslow) is true except
- a. A satisfied need does not motivate behaviour
  - b. People progress through the hierarchy in the same order without exception
  - c. Behaviour can focus on satisfying more than one need at a time
  - d. The environment can affect behaviour
6. Which of the following is not part of E.R.G. theory?
- a. The theory says three needs motivate behaviour: existence, relatedness, and growth
  - b. The three needs form a hierarchy through which a person progresses
  - c. Relatedness needs are the same as the belongingness and love needs in Maslow's hierarchy of needs theory
  - d. The satisfaction - progression movement happens when a need is frustrated
7. Which of the following is false about E.R.G. theory?
- a. Growth needs include the desire to develop additional capabilities
  - b. A deficiency cycle can occur at the bottom of the hierarchy
  - c. The theory says there is only one form of movement through the hierarchy
  - d. A person who experiences the enrichment cycle wants to continually grow and develop

8. Each of the following statements is true about McClelland's motivation theories except
  - a. Employees high in need for achievement value money as an end in itself
  - b. High need for power people can strongly affect others
  - c. High need for achievement employees want to feel responsible for their performance in challenging jobs
  - d. Employees low in need for achievement value money as an end in itself
9. Which of the following is false about motivator - hygiene theory (Herzberg)?
  - a. Motivators include achievement and the work itself
  - b. Empirical research strongly supports the theory
  - c. Dissatisfiers and satisfiers fall on two different continua
  - d. Company policies are a hygiene factor
10. Which of the following statements about motivation and motivation theories is false?
  - a. Motivation theories give you tools for analysing an organization's motivation system
  - b. Motivation is a psychological process that causes the arousal, direction, and persistence of voluntary goal-directed behaviour
  - c. Motivation theories assume behaviour is continuous with no stopping point
  - d. Understanding motivation theories can help managers build effective motivation systems in their organizations
11. Which of the following ethical issues about the need theories of motivation have the most unclear ethical guidelines?
  - a. Creating work environments and work experiences that let people satisfy their needs
  - b. Managing multinational operations according to the needs of people in the host culture
  - c. Managing multinational operations as if they were in their home culture
  - d. Managers affecting people's behaviour from knowledge of human motivation without their informed consent
12. Motivation consists of psychological forces that determine all but which of these:
  - a) The direction of a person's behaviour in an organization.
  - b) A person's level of effort.
  - c) A person's level of persistence.
  - d) A person's desire for success.
  - d) Equity Theory

- 13.----- states that three universal needs for existence, relatedness, and growth constitute a hierarchy of needs and motivates behaviour
- a) Alderfer's ERG Theory
  - b) Herzberg's Motivator Hygiene Theory
  - c) Scheid's Goal-Setting Theory
14. Which of the following has a different approach from the other two?
- a) Alderfer's ERG Theory
  - b) Herzberg's Motivator Hygiene Theory
  - c) Maslow's Hierarchy of Needs
  - d) None of these
15. Inequity that exists when a person perceives that his or her own outcome/input ratio is greater than the ratio of a referent is known as:
- a) Underpayment inequity
  - b) Overpayment inequity
  - c) Negative perception inequity
  - d) Equivalency inequity

### Activity 2: Cognitive / Process Theories of Work motivation

We have discussed the first category of theories referred to as content theories. The content theories deal with "what" motivates people. The second category of theories that we shall discuss are called cognitive or process theories. These theories deal with "how" motivation occurs. Some of the well-known process theories are Vroom's Expectancy model, Equity theory and Goal Setting theory. Let us now discuss each one of them

#### a. Room's Expectancy Model

This theory is based on the belief that motivation is determined by the kind of reward people expect to receive as a result of their job performance. In other words. This theory is based on the assumption that people make comparison between themselves and others in terms of their investment to work (inputs) and out- comes from it

The main assumption is that a person is rational and will try to maximize his perceived value of such rewards. He will choose an alternative that gives the highest benefit. It is a theory of communication that analyses how individuals respond to unanticipated violations of social norms and expectations. This theory sees communication as an exchange of behaviours, where one individual's behaviour can be used to violate the expectations of another. Participants in communication will perceive the exchange either positively or negatively, depending upon the level of liking between the two people. Expectancies are primarily based upon social norms and specific characteristics and odd habits of the communicators. Expectancies can be derived directly from the current communication interaction but are often determined by a pre-existing blend of person requirements (biological/survival needs), expectations (normative personal pattern of thought) and desires (likes and dislikes) known as the learning technique enabling information retention 'RED'. This is known as a person's interaction position (IP). Violations of expectancies cause.

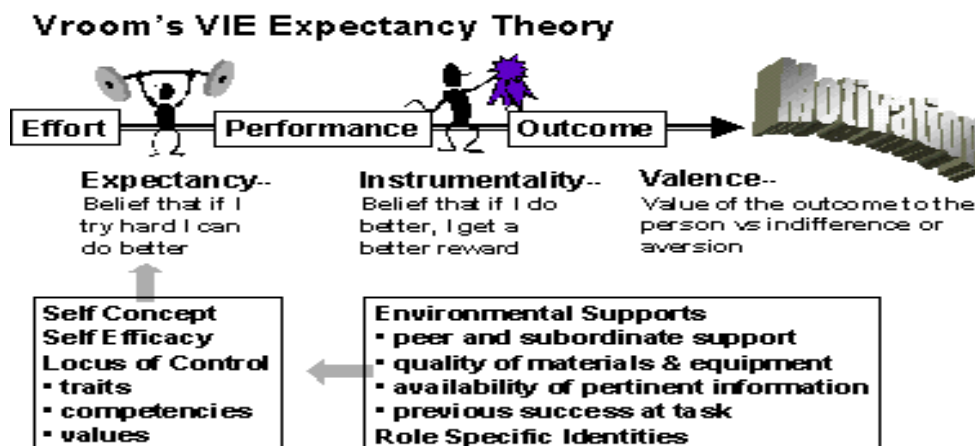
There are three important elements in the model: These are:

- **Expectancy:** This is the extent to which an individual perceives or belief that a particular act will produce a particular outcome. For example if it is a worker in a school, it is the confidence that his efforts will result in better productivity and has ability to perform the task well.
- **Instrumentality:** This is the extent to which an individual perceives that effective performance of work will result in getting the desired rewards. It is the outcomes for each level of job performance of the individual. For example, hard work for a school bursar may result in a reward such as salary increase, promotion or both. Instrumentation deals with performance- reward relationship.
- **Valence:** Valence is the value a person assigns to his desired reward. It is his perception of the value of the reward rather than the actual value. Thus a person may work hard to get recognition and status rather than a pay rise.

According to this theory

Motivation = Expectancy x Instrumentality x Valence

$M = (E \times I \times V)$



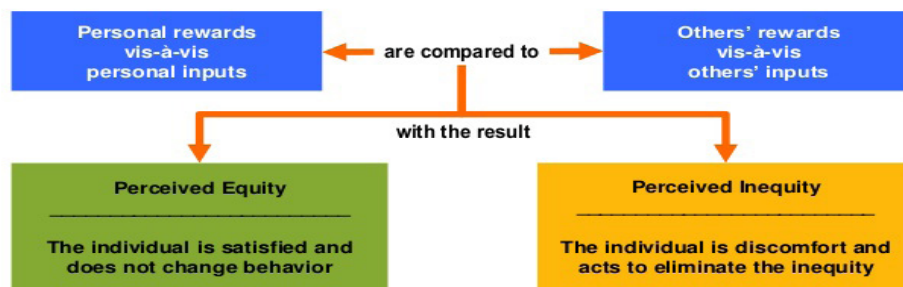


The implications of this theory to a principal of an institution is that he/she must recognize and determine the situation as it exist and take steps to improve these three factors of expectancy which will lead to high motivation for his workers.

### 3-2-2 Equity Theory

Equity theory is based on the assumption that people derive job satisfaction and motivation by comparing their efforts (inputs) and income (outputs) with those of the other people in the same or other firms.

#### Equity theory and the role of social comparison



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Equity theory attempts to explain relational satisfaction in terms of perceptions of fair/unfair distributions of resources within interpersonal relationships. It is considered as one of the justice theories. It was first developed in 1963 by John Stacey Adams, a workplace and behavioural psychologist, who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes of others (Adams, 1965). The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcome. The theory is mainly built with three terms which are the equity, inputs and outputs/outcome.

### Equity

An individual will consider that he/she is treated fairly if he perceives the ratio of his inputs to his outcomes is equivalent to those around him/her. Thus, all else being equal, it would be acceptable for a more senior colleague to receive higher compensation, since the value of his/her experience (an input) is higher. The way people (teachers) base their experience with satisfaction for their job is to make comparisons with themselves to the people (teachers) they work with. If an employee (teacher) notices that another person (teacher) is getting more recognition and rewards for his/her contributions, even when both have done the same amount and quality of work, it would persuade the employee (teacher) to be dissatisfied. The idea of equity theory is to have the (outcomes) rewards be directly related with the (inputs) quality and quantity of the employee's contributions (Walster, Traupmann & Walster, 1978).

### Inputs

Inputs are defined as each participant's contributions to the relational exchange and are viewed as entitling him/her to rewards. The inputs that a participant contributes to a relationship can be either assets or liabilities. The entitlement to rewards or costs ascribed to each input varies depending on the relational setting. In social settings, assets such as physical beauty and kindness are generally seen as assets entitling the possessor to social rewards. Individual traits such as boorishness and cruelty are seen as liabilities entitling the possessor to cost (Walster, Traupmann & Walster, 1978). Inputs for teachers which need rewards and recognition are generally include time, effort, loyalty, hard work, commitment, ability, adaptability, tolerance, determination, trust in superiors, skill, experience and the like.

### Outcomes/Outputs

These are positive and negative consequences that an individual perceives a participant has incurred as a consequence of his/her relationship with another. When the ratio of inputs to outcomes is close, then the employee (teacher) should have much satisfaction with their job. Outputs can be both tangible and intangible (Walster, Traupmann & Walster, 1978). Typical outcomes include any of the following: job security, esteem, salary, employee benefit, recognition, reputation, sense of achievement, responsibility and praise.

Equity theory proposes that people are not only interested in rewards but also in the comparative nature of rewards. The major question is how is the attractiveness (valence) of rewards in a work context? Equity theory is based on some assumptions: That

- Perceived inequity creates a feeling of resentment and tension within individual
- The extent of this tension reflects the magnitude and type of inequity.
- Individuals will be motivated to take steps to reduce this tension.

The greater the extent of perceived inequity, the greater is the strength of such motivation.

The process is diagrammatically indicated

- Perceived Inequality
- Creates tension
- Steps taken to reduce tension
- Outcome as behaviour

According to Robbins (1933) when people perceive an equitable situation in their work they may

- Change their inputs (not putting too much effort)
- Change their outcomes (increase their pay if paid on piece rate basis by producing higher quantities).
- Distort their perception of self

- Distort the perception of either
- Choose a different reference point or
- Leave the field i.e. resign from their job altogether

### 3 Goal Setting Theory

This theory was proposed by Locke (1968). He indicated that working towards goals was in itself a motivation. The theory is based on the premise that motivation is driven mainly by the goals or objectives that individuals set for themselves. Research by Locke indicated that performance improved when individuals set specific goals for themselves. When the goals were demanding, performance was even better.



## Goal-Setting Theory

- We rationally set task-related goals
- We decide on the effort and time to be invested to achieve goals
- Goals must be:
  - ◆ specific (not “do your best”)
  - ◆ challenging but attainable
  - ◆ accepted
- Feedback on performance is critical

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From this theory quality of performance is generally shaped by how difficulty and how specifically defined the goal is. Difficult goals once accepted lead to higher quality performance. If a school for example sets clear goals on the achievement of teachers, it is possible for teachers to achieve these goals over a given time. They can work towards achieving the goals (for example improving overall grade of pupils mean in examination from grade C to grade B) so long as they are facilitated.

### The following guidelines have been useful in the goal-setting

- Set challenging but attainable goals. Too easy or too difficult/unrealistic goals don't motivate us.
- Set specific and measurable goals. These can focus toward what you want, and can measure the progress toward the goal.

- Goal commitment should be obtained. If people don't commit to the goals, then they will not put effort toward reaching the goals, even specific, or challenging ones. Strategies to achieve this could include participation in the goal setting process, use of extrinsic rewards (bonuses), and encouraging intrinsic motivation through providing workers with feedback about goal attainment. Pressure to achieve goals is not useful because it can result in dishonesty and superficial performance.
- Support elements should be provided. For example, encouragement, needed materials, resources, and moral support.
- Knowledge of results is essential – so goals need to be quantifiable and there needs to be feedback.

Goal-setting is a useful theory which can be applied in several fields, from sport to a wide range of work settings. Sports psychology in particular has adopted its recommendations. The concept of goal-setting has been incorporated into a number of incentive programmes and management by objectives (MBO) techniques in a number of work areas. Feedback accompanying goal attainment may also enhance a worker's job performance and ability to become more innovative and creative on the job through a trial-and-error learning process. Since goal-setting is a relatively simple motivational strategy, it has become increasingly popular.

### **Advantages of Goal Setting Theory**

- Goal setting theory is a technique used to raise incentives for employees to complete work quickly and effectively.
- Goal setting leads to better performance by increasing motivation and efforts, but also through increasing and improving the feedback quality.

### **Applications of motivation theories in Educational Management**

Motivation can be defined as complex forces, drives, needs, stressful situations or other mechanisms that can be applied in individual activities to set, pursue, and achieve goals. Therefore, the first component is related to energy or strengthening the behaviour. The second component is related to the purpose or goal that conducts or directs behaviour. The third component considers survival and duration of the behaviour and causes its continuation.

The behaviour will continue when environmental factors, strengthen the direction and intensity of individual's drives and needs.

More views on the subject of motivation reflect on the philosophical aspects derived from specific and pervasive patterns that solve the problems of education administrators and school officials. Therefore, understanding motivation and the factors that drive the human resources is one of the most complex areas of psychology, education, and management training. Naeli, M. A. (1994) believes that the basis of motivation in education is in the emotional context of school administrators. Henri Pestalozzi, a great Swiss trainer in education, believes that basis of an education in a system is due to the school's managers and principals and believes that managers with high motivation interact with the learners based on mutual respect and affection and seek to understand and satisfy the needs of learners, teachers and school staff.

Maslow, Herzberg, Alderfer, McClelland, Victor Vroom, Adams, and Winer's research suggest that high motivation of school managers and education administrators result in job satisfaction and motivation of teachers, a more positive attitude of teachers and increase in academic success of students.

Motivation is the human movement engine. A motivated person has creativity, symbolic role and innovation, and creates the desire to drive himself and others, making the system dynamic, he is an organizer. Therefore, school managers with no motivation defeat the objectives of learning, decrease student's academic success and willingness to study, and at the end they cause lack of motivation in teachers.

Since management means getting things done with and through others, and the central task of the manager is to manage people, therefore, there is a need for the manager to understand the people in the organization and therefore, he/she will be in a position to motivate them so as to maximize production.

### **Conclusion**

Process theories deal with "how" motivation occurs. Some of the well-known process theories are Vroom's Expectancy model, Equity theory and Goal Setting theory. Vroom's Expectancy theory is based on the belief that motivation is determined by the kind of reward people expect to receive as a result of their job performance. It assumes that people make comparison between themselves and others in terms of their investment to work (inputs) and outcomes from it and income (outputs) with those of the other people in the same or other firms. Goal Setting Theory indicates that perceived inequity creates a feeling of resentment and tension within individual, the extent of this tension, how individuals motivated to reduce this tension and influence of perceived inequity on motivation.

### **Assessment**

1. -----theories focus on increasing employee motivation and performance by linking outcomes that employees receive to the performance of desired behaviours and the attainment of goals

- a) Operant
  - b) Goal-setting
  - c) Reinforcement
  - d) Equity
2. Curtailing the performance of dysfunctional behaviours by eliminating whatever reinforces them is known as:
- a) Negative reinforcement
  - b) Positive reinforcement
  - c) Punishment
  - d) Extinction
3. In goal-setting theory it is important for organizational people to do all of these except:
- a) Set the goals
  - b) Accept the goals
  - c) Be committed to the goals
  - d) Receive feedback about their performance.
4. Behaviour that is performed to acquire material or social rewards is said to be
- a) Instrumental
  - b) Merit based
  - c) Self-actualizing
  - d) Extrinsically motivated
5. On which relationships between three factors does expectancy theory focus?
- a) Needs, effort, and persistence
  - b) Needs, performance, and inputs
  - c) Inputs, performance, and outcomes
  - d) Needs, performance, and outcomes

6. Inequity exists when \_\_\_\_\_
- a) A person receives less pay than their referent
  - b) A person works harder than their referent
  - c) A person's output/input ratio differs from the reference
  - d) A person's output/input ratio is the same as the reference
7. Goal setting theory focuses on motivating workers to contribute their inputs to their jobs and organizations. Goal setting theory suggests that there are two major characteristics of goals that result in high motivation and performance:
- a) Goals must be difficult, and they must be specific
  - b) Goals must be specific, and they must lead to need fulfilment
  - c) Goals must lead to need fulfilment, and they must be financially rewarding
  - d) Goals must be financially rewarding, they must be easy to measure
8. \_\_\_\_\_ in expectancy theory is a perception about the extent to which performance will result in the attainment of outcomes.
- a) Expectancy
  - b) Valence
  - c) Instrumentality
  - d) Effort

### Unit Summary

Theories of motivation play a great role in analyses of employees' attitudes towards their work the extent of self-satisfaction and efficiency of achieving organizational aims. Some of theories are called content theories .They deal with our needs, because they are generally associated with a view that concentrates on the importance of determining 'what' motivates us. In this category five theories were tackled:

1. Maslow Hierarchy of Needs is based on the assumption that any human being has basic physiological needs to be satisfied firstly so that he can gradually go upwards to satisfy the other four self needs.
2. Herzberg Two Factor Theory when workers are satisfied, they attribute their satisfaction to the work itself. When they are dissatisfied with their jobs, they are concerned about their work environment.
3. ERG Theory Clayton Alderfer has developed a three levels namely Existence (E) Relatedness (R and Growth (G).

4. McClelland' Needs Affiliation and Power' identifies three specific needs:a) need for achievement is the drive to excel; b) need for power is the desire to cause others to behave in a way that they would not have behaved others and c) need for affiliation is the desire for friendly, close interpersonal relationships and conflict avoidance.
5. On the other hand there is another category of motivation theories called 'Process theories' deal with "how" motivation occurs. Some of the well-known process theories are Vroom's Expectancy model, Equity theory and Goal Setting theory. Vroom's Expectancy theory is based on the belief that motivation is determined by the kind of reward people expect to receive as a result of their job performance.

### Self-Assessment questions

- 1 a. Discuss the four tendencies of self-actualizing people. (100-200 words)
- b. Summarise the 14 characteristics/features of self-actualizing people.

Discuss on pages 7 – 9 (1½ page double spaces)Reading Internet: Motivation

In this activity you will use internet resources to study motivation.

Visit the links below and of the motivational theories.

Wikipedia(19August2015) "<http://en.wikipedia.org/wiki/Motivation>"

2. Using the above links make notes of not more than 3 pages (double spaced) on the
  - a. Drive Reduction theories
  - b. Affective – Arousal theories
  - c. Motivational concept of rewards and reinforcements.
- 3 a. What are the similarities between Maslow's hierarchy of needs and ERG Theory? (use the Table that does not exceed one page single spaced)
- b. Explain Vroom model of motivation (200 – 300 words)

This written assignment is based on the introductory materials provided in activity 3 and the reference given below.

Wikipedia(19 August 2015) "<http://en.wikipedia.org/wiki/Motivation>"

Wikipedia (5 August 2015) "[http://en.wikipedia.org/wiki/Equity\\_theory](http://en.wikipedia.org/wiki/Equity_theory)"

Wikipedia (2015) "[http://en.wikipedia.org/wiki/Victor\\_Vroom](http://en.wikipedia.org/wiki/Victor_Vroom)"[http://en.wikipedia.org/wiki/Victor\\_Vroom](http://en.wikipedia.org/wiki/Victor_Vroom)



### Formative Evaluation

- What are the similarities between Maslow's hierarchy of needs and ERG Theory? Use a table to show this.
- What can a school headteacher do to satisfy the various level needs of non-teaching staff workers (200-250 words).
- How can perceived inequalities be motivators or demotivators of secondary school teachers? Give examples to illustrate your points. (200– 250 words).

### Learning Activity

1. Explain Vroom's model as it applies to education (200 words).
2. What is Goal setting theory? What are the conditions for its success at secondary school level? (200 – 250 words).
3. Should educational managers provide opportunities for self-actualization for all workers?

### Literature Search

- Maslow's Hierarchy of Need .Visit the site below to get a deeper understanding of Maslow's Hierarchy of Needs
- Wikipedia (6 August 2015 "[http://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs](http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs)") Read the whole article

### Reading Internet: Motivation

In this activity you will use internet resources to study motivation. Visit the links below and of the motivational theories.

Wikipedia (2015) "<http://en.wikipedia.org/wiki/Motivation>"

Using the above links make notes of not more than 3 pages (double spaced) on the following theories.

- a. Drive Reduction theories
- b. Affective – Arousal theories
- c. Motivational concept of rewards and reinforcements.

# Unit 4: Functions of Management

## Unit Introduction

Managerial functions refer to the most common activities carried out by managers in their organization. The extent to which each of these functions is carried out depends on the organization and its objectives. This unit will discuss the five major managerial functions of planning, organizing, directing, control and staffing. The applications of these functions to educational institutions and setting will also be discussed.

## Unit Objectives

Upon completion of this unit you should be able to:

1. Define the major functions of management,
2. Explain the steps followed in carrying out each function,
3. Identify areas of integration of functions in the real situation of practices,
4. Apply the principles underlying each of the managerial functions to an educational setting
5. Estimate the value of each function within the educational contexts.

## List of required readings

From

- Management <http://en.wikipedia.org/wiki/management>
- The 4 functions of management [www://freeonline.research.papers.com](http://www.freeonline.research.papers.com)

List of relevant multimedia resources

1. A computer with internet facility to access links and copyright free resources
2. Multimedia resources like CD-ROM, Video.
3. Directing
  - Published on Sep 4, 2012 This animation introduces the learner to the concept of directing, its importance, principles guiding the directing process and supervision, as an element of direction. This is a product of Mexus Education Pvt. Ltd., an education innovations company based in Mumbai, India.
  - Organizing Function of Management, Published on Jan 12, 2015  
Mrs Aust's Grade 12 Business management class.  
By Kyle Taylor

- Staffing- An Overview, Published on Sep 4, 2012 .This animation introduces the learner to the concept of staffing, its definition, staffing as a process, the need and importance of the same and how staffing is a part of human resource management.  
This is a product of Mexus Education Pvt. Ltd., an education innovations company based in Mumbai, India.
- Planning for Principles of Management Mike Knudstrup Mike Knudstrup, Published on Nov 1, 2012, Planning topics for Principles of Management
- Types of Plans, Published on Sep 10, 2012  
This animation introduces the learner to various types of plans, their objectives, strategy, policy, procedure, methodology, rules of planning and budgeting of the same.  
This is a product of Mexus Education Pvt. Ltd., an education innovations company based in Mumbai, India.
- Controlling function of management, Published on May 20 2013, Category.

### Key Terms

**Control:** The process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviations.

**Division of Labour:** The breakdown of jobs into narrow and repetitive tasks. This is also known as work specialization.

**Leading:** Management function that involves motivating subordinates influencing individuals and teams as they work, selecting the most effective communication channels or dealing in any way with employee behaviour.

**Organization:** A deliberate arrangement of people to accomplish some specific purpose.

**Planning:** Is a management function that involves the process of defining the organization's goals, establishing an overall strategy for achieving those goals and developing a comprehensive set of plans to integrate and coordinate organizational work.

**Coordination:** A mechanism to bring together the activities of all subsystems so as to achieve the goals of the organization.

**Span of control:** It is a number of subordinates a manager can direct efficiently and effectively

### 1. Management Functions

In the first three units, you learned the basic definitions of basic concepts used in management. In the second and third units you learned about the historical development of management and the management theories. In this unit, we shall learn management functions. The process of management consists of five basic functions, namely planning, organizing, directing and controlling and staffing. A manager uses these functions to achieve organization goals and objectives. These functions are interrelated in the following manner.



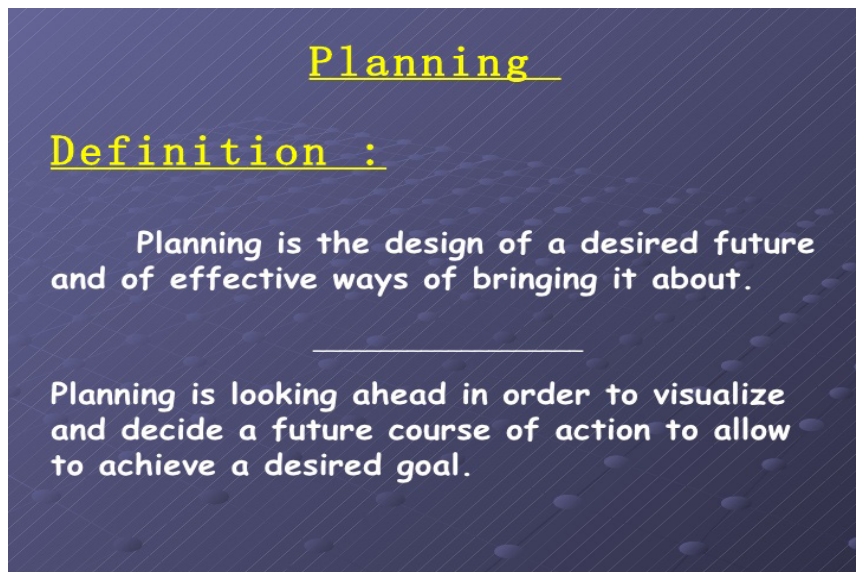
### 2. Planning

It is rightly said "Well plan is half done". Therefore planning takes into consideration available and prospective human and physical resources of the organization so as to get effective co-ordination, contribution and perfect adjustment. It is the basic management function which includes formulation of one or more detailed plans to achieve optimum balance of needs or demands with the available resources.

According to Urwick, "Planning is a mental predisposition to do things in orderly way, to think before acting and to act in the light of facts rather than guesses". Planning is deciding best alternative among others to perform different managerial functions in order to achieve predetermined goals.

More recently Koontz and O'Donnell "Principles of Management 2015" came to say that "Planning is deciding in advance what to do, how to do and who is to do it. Planning bridges the gap between where we are to, where we want to go. It makes possible things to occur which would not otherwise occur. It means looking ahead and chalking out future courses of action to be followed. It is a preparatory step. It is a systematic activity which determines when, how and who is going to perform a specific job. Planning is a detailed programme regarding future courses of action"

Hence, planning is a rational and systematic way of forecasting the future of an organization. It is a process of preparing for change by formulating future course of action.



### **a. The Importance of planning**

Planning is a very important function of management. It helps in goal setting. The goals define desired outcomes for an organization which can be used as performance criteria. The output of an organization can be well assessed if there is intended output at the beginning. For example if at the beginning of the year it is set that in a school about 40% of students must achieve grade A in examination at the end of the year, this can be assessed to find out if the goals were achieved after results are released. Through plans, managers can learn what the institution intends to achieve. They can make decisions to ensure that internal policies, roles, performance, structure, product and expenditure will be in accordance with the desired outcomes.

### **b. Characteristics of planning function**

Planning is anticipatory. Decisions are made on how and what to do before it is done.

It is goal directed.

Planning focuses on desired future results

Planning is future oriented. It involves making decisions that will be achieved in future



### c. Steps and stages in Planning

In preparing a plan, managers use the following series of steps.

1. Situational Analysis– This step involves analysis of past events, current situation and attempts to forecast into future trends.
2. Identification of Needs – Needs assessment is a process of delineating “what is” and “what should be”. It further involves placing priorities of the two activities
3. Derivation of goals and objectives– One derives goals and objectives from the identifying
4. Setting of alternatives– As alternatives are usually many, it is necessary to rank them so that those which need immediate attention can be acted on.
5. Choice of strategies and tactics. It is necessary to select the most convincing alternative while considering the other alternatives that may not be a priority
6. Implementation– After approval of the plan, it is split or handled as a whole to determine the activities that should be undertaken

Controlling and evaluation. Implementation of plans must be continuously monitored. Planners must monitor the actual performance of various work units according to unit goals and plans.

This stage helps identify deviation of actual performance from expected performance.

Correction action should be taken when there is a discrepancy



### d.Principles of Planning

In order to be effective and efficient, the following principles should be followed. These principles are based on Gary Dessler work.

- Keep aims clear. The aims and objectives should be attainable, reasonable, solid and clear.
- Develop accurate forecasts. Accurate data and events are crucial to any planning process. Where possible, quantitative methods should be used apart from intuitional judgement.
- Involve subordinates in the planning process. This will help in ensuring ownership and acceptance of the plans by implementers.
- The plan must be a sound one. An effective plan must be based on correct information and proper assumptions.
- Do not be over-optimistic. It is important to be objective in planning. Being over ambitious will not lead to an effective plan.
- Criteria for abandoning a project. The criteria for abandoning a project should be established at the beginning.
- Keep the Plans Flexible. The progress of the plan should be under constant review so that it can be revised if and when the situation requires modification.
- Review long-range plans on a short-term basis. long-range plans needs to be reviewed regularly. This will ensure that changes that occur over time during implementation are incorporated in the plan.
- Fit the plan to the environment. Where environment is comparatively stable, a plan can be rigidly adhered to. In case the environment is volatile, the plan must be highly flexible to accommodate necessary changes occasioned by changes in environment.

### Conclusion

There are five management functions for any institution to undertake its activities and achieve its objectives: planning, organizing, controlling, directing and staffing. Planning is intended to be starting point in management system .It is a mental predisposition to do things in orderly way, to think before acting and to act in the light of facts. It is a process of preparing for change by formulating future course of action. Planning process follows a series of steps begin with situational analysis and concludes with controlling and evaluation.

### Assessment

1. Which of these is not considered a barrier to effective planning?
  - a. Lack of experience and knowledge of how to plan effectively
  - b. Lack of authority in the organization
  - c. Not looking far enough ahead when planning
  - d. Lack commitment to the planning process
  - e. Focusing too much on creating plans which managers feel in control over
2. Which of these is not considered an advantage of planning?
  - a. Create a competitive advantage
  - b. Examine critical issues facing the organization
  - c. Determine how to get a promotion
  - d. Provide a sense of direction, vision, rationale, and purpose for the plan
  - e. Create ownership of the plan
3. Where does planning fall in the order of managerial functions?
  - a. Fifth
  - b. Fourth
  - c. First
  - d. Third
  - e. Second



4. Planning involves the following except
  - a. Assigning tasks
  - b. Defining goals
  - c. Determining appropriate tasks and resources
  - d. Making corrections
  - e. Using influence
5. In order to be an effective leader you should not
  - a. Use each member's contributions and energy
  - b. Be a part of the overall process
  - c. Praise excellent within the group
  - d. Disengage from the team

### 3. Organizing

The second of the managerial functions is organizing. This step requires manager to determine how he will distribute resources and organize his employees according to the plan. The manager will need to identify different roles and ensure that he assigns the right amount of employees to carry out his plan. He will also need to delegate authority, assign work, and provide direction so that his teams of employees to work towards high production without having barriers in their way.

The concept organizing refers to gathering resources, establishing orderly uses for such resources and structuring tasks to fulfil organizational goals. It includes the determination of what tasks are to be done, how tasks are to be grouped, who is responsible to do these tasks and who will make decisions about the tasks (Robbins, 1991: p). Organizing is a process of putting together human material resources in order to achieve organizational goal. In a school situation it may involve putting together teachers, non-teaching staff, buildings, teaching and learning materials to ensure pupils learn effectively. In order to achieve maximum success, activities need to be well organized.

#### **a. Stages/Steps of Organizing**

There are five steps followed in the process of organizing. These are:

1. Review of plans and objectives. The first step of management is to review organizational goals and objectives. This will help determine the kind of activities carried to achieve the goals and objectives.
2. Determination of activities. This step involves preparation and analysis of activities required to accomplish the objectives. These activities may involve recruitment, training, teaching, and record keeping for a school.

3. Classification and grouping of activities. After determining the activities of tasks, they are classified into smaller work units. This will facilitate operations of the organization and supervision.
4. Assignment of work and resources. This involves assigning the right personnel for the right kind of job. In a school set up it may involve assigning a teacher of mathematics to teach the subject to a mathematics class and not any other subject.
5. Evaluation of results. The feedback on the outcomes help determine how well the organizational strategy was implemented. This feedback can help determine if any changes are necessary.

### **b. Departmentation**

This refers to horizontal differentiation of an organization. It may involve establishing divisions, branches or focus on individual effort. Departmentalization helps the workers to be effective and encourage specialization in the area a worker is assigned. Departmentalization is important when there is need to restructure the organization, build new organizations, add a new activity to an organization and reduce an activity or activities. For example, a church organization.

with many schools, middle level colleges and universities may have a department dealing with schools, other colleges, and a third department of universities.

### **c. Span of Control**

Span of control refers to the number of subordinates reporting to a manager.

Example:

In this example we have four levels of span of control

Span of control is related to levels of hierarchy. A wider span generally results in fewer levels and narrower span into more levels. In choosing the span of control, an organization considers the following:

#### a) Types of Control Span

There are two types of control span executive and operative. Executive includes middle and top management positions. Operative span of control is usually applied at the bottom level.

#### b. Situational Factors

The major factors to consider in selecting the span of control are time the manager has, manager's ability and competence, complexity of the situation to be supervised, physical dispersion of the activities, capability and experience of subordinates.

#### c) Shape of organization

Flat structures take operational control of span. Tall structures take executive control.

### **d. Principles of organizing**

The following are the principles underlying organizational design

- The principle of objectivity. Every organization geared towards achievement of its goals and objectives
- The principles of specialization. In the allocation of work, the specialization of workers should be taken into consideration
- The principle of definition. The content, duties authority and responsibility for each position should be clearly defined
- The principle of correspondence. Authority and responsibility for each position should correspond.
- Efficiency. Organizational structure should enable it function efficiently and accomplish Objectives with minimum cost.
- Simplicity. Organizational structure should be as simple as possible. vii) Flexibility. The organization should be adaptable to changing circumstances and permit expansion or replacement
- Balance. There is need to balance the size of different departments and factors such as human, technical, expertise and financial.
- Unity of direction: For a group of activities having the same objective, there should be one head and one plan.
- Personal ability. Selection, placement and training of staff should be given priority to ensure optimum performance from employees.

### **e. Factors affecting span of control**

These are the factors affecting span of control:

- Geographical dispersion, if the branches of a business are widely dispersed, then the manager will find it difficult to supervise each of them; as such the span of control will be smaller.
- Capability of workers, if workers are highly capable, need little supervision, and can be left on their own, e.g.:theory y type of people, they need not be supervised much as they are motivated and take initiative to work; as such the span of control will be wider.
- Capability of boss, an experienced boss with good understanding of the tasks, good knowledge of the workers and good relationships with the workers, will be able to supervise more workers
- Value-add of the boss, a boss that is adding value by training and developing new skills in the workers will need a narrow span of control than one who is focused only on performance management (this is the reverse of the capability of workers point above)
- Similarity of task, if the tasks that the subordinates are performing are similar, then the span of control can be wider, as the manager can supervise them all at the same time.

- Volume of other tasks, if the boss has other responsibilities, such as membership of committees, involvement in other projects, liaising with stakeholders, the number of direct reports will need to be smaller
- Required administrative tasks, if the boss is required to have regular face to face meetings, complete appraisal and development plans, discuss remuneration benefits, write job descriptions and employment contracts, explain employment policy changes and other administrative tasks then the span of control is reduced

### Conclusion

Organizing is the function of gathering resources, establishing orderly uses of such resources and structuring tasks to fulfil organizational goals. In order to achieve maximum success, activities need to be well organized. There are certain steps followed in the process of organizing such as plans reviewing, determination of activities classification and grouping of activities, and resources evaluation of results.

Departmentation and span of control refer to the number of subordinates reporting to a manager. and related to the levels of hierarchy of management .It is affected by many factors such as geographical dispersion, capability of boss and workers, similarity of task and volume of other tasks.

### Assessment

1. Organizing involves the following
  - a. Motivating employees
  - b. Defining goals
  - c. Monitoring employees' activities
  - d. Grouping tasks into departments
  - e. Determining appropriate tasks and resources
2. Which managerial function is used by a manager to determine how they will distribute resources and organize employees according to a plan?
  - a. Staffing
  - b. Organizing
  - c. Leading
  - d. Planning
  - e. Controlling

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

- a. A plan
- b. A strategy
- c. A schedule
- d. A chain of command
- e. A goal

5. Which of these is completed as part of the organizing function?

- a. Create a detailed action plan aimed at some organizational goal
- b. Evaluate results of a carried out plan against goals
- c. Hire new employees
- d. Inspire employees
- e. Delegate authority

### 4.Directing

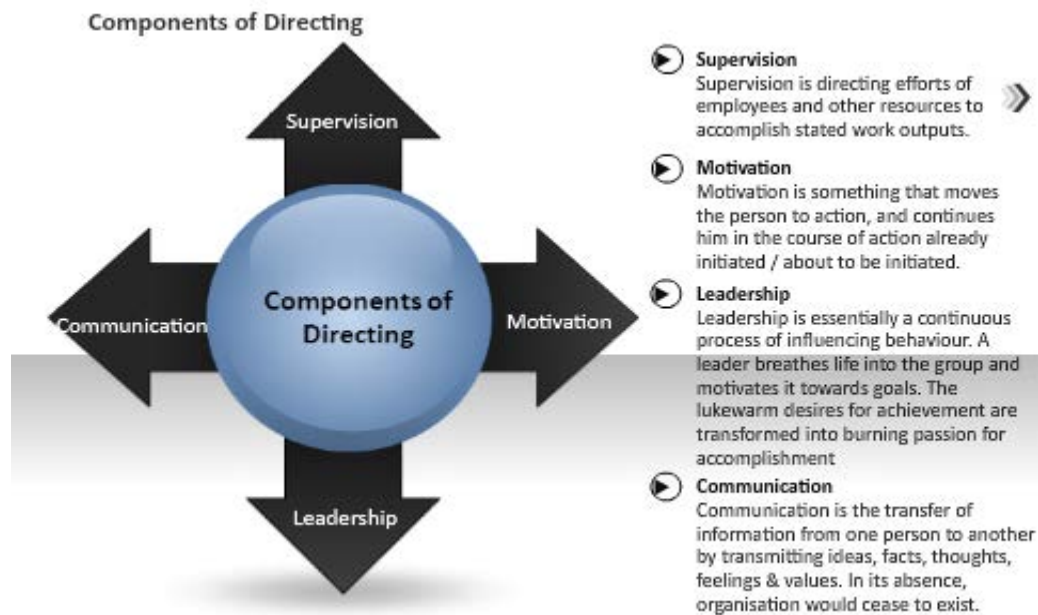
#### **a. Definitions and Meaning**

Directing is the integrating of people with the organization to get their cooperation for the achievement of its goal. Directing is a process through which employees are motivated to make effective and efficient contribution to the realization of organizational goals.

Directing requires integration of organizational goals with those of individual and groups.

It exclusively deals with the human element. It is therefore a very delicate and sensitive function that managers must take extreme care.





### b. Importance of Directing

Directing helps to:

- Initiate action by giving directives administration guidance to employees;
- Coordinate employee efforts and leads toward objectives;
- Get maximum out from individuals by providing ways to fulfilling and utilizing the potential and capabilities of employees;
- Facilitate changes by incorporating environmental/ external and internal changes in the organization; and
- Enable subordinates to contribute their best to attain the goals of the organization.

### c. Types of directing

- Consultative directing - Participative techniques of giving directions.
- Free-rein directing/laissez faire - The supervisor does not participate actively in giving decisions.
- Autocratic/dictatorial directing - The executive keeps the entire authority and control with him.

### d. Principles of directing

Directing involves:

- Interaction of individuals and organization goals
- Integrations of groups and organization goals
- Securing cooperation of informal leader

- Participative decision making
- Delegation of adequate authority
- Effective communication
- Effective control
- Direct contact
- Unity of direction
- Maximum individual contribution
- Participation
- Follow up through feedback

### Conclusion

Directing is a process through which employees are motivated to make effective and efficient contribution to the realization of organizational goals. It requires integration of organizational goals with those of individual and groups. Directing helps to: initiate action, coordinate employee efforts, facilitate changes, enable subordinates to contribute. Directing may be consultative, free-rein or autocratic. It involves the implementation of plans by mobilising individuals and group efforts through motivation, communication, leadership and supervision. Directing may be defined as the process of activating the efforts of employees towards the achievement of organisational objectives.

### Assessment

1. A manager must spend time communicating, motivating, inspiring, and encouraging employees towards a higher level of productivity as part of this function.
  - a) Planning
  - b) Directing
  - c) Organizing
  - d) Controlling
2. Which of the three levels of management holds the greatest responsibility for the organization as a whole?
  - a) Middle-level Management
  - b) Top-level Management
  - c) Low-level Management

3- Motivation is related to:

- a. Planning.
- b. Controlling.
- c. Directing.
- d. Tactical decisions.

## 5. Controlling



### Controlling

- In controlling, managers evaluate how well the organization is achieving its goals and takes corrective action to improve performance.
- Managers will monitor individuals, departments, and the organization to determine if desired performance has been reached.
  - Managers will also take action to increase performance as required.
- The outcome of the controlling function is the accurate measurement of performance and regulation of efficiency and effectiveness.

Controlling involves determining what is accomplished, evaluating performance and applying corrective measures to enable goals and objectives to be implemented according to the initial plans. Therefore, controlling implies comparing performance in relation to pre-set objectives and making the necessary adjustments and corrections.

#### **a. Importance of control**

Control, is practiced in order to update plans, to protect organization's assets from inefficiency and waste and to appraise employee's performance

#### **b. Steps in the process of control**

There are four steps in the process of control. These are

1. Establishing Standards

The standards of performance should be clearly stated. It can be in form of number of students who achieve grade A at a national examination or a school budget can also be expressed in quantitative form and is measurable.



### 2. Measuring Performance

Measuring of performance depends on such factors as adequacy and timeliness of information. The measurement of performance should be in units similar to get pre-determined criteria set at the beginning. The unit of measurement should be clear and uniform throughout the process of measurement. For example a teacher's performance is measured according to the average grade achieved by pupils he/she has taught.

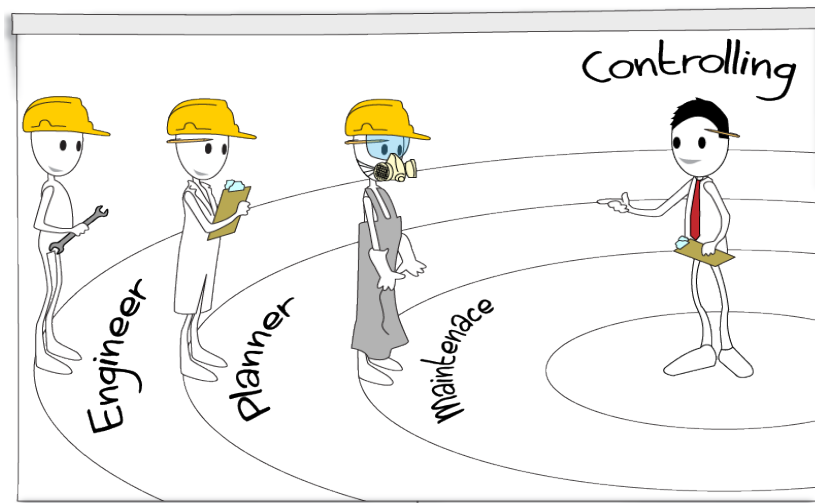
### 3. Comparing Actual results against standards

This involves comparing actual performance to the standards set for such performance.

If measurement units for standards set and for performance measured are the same or uniform, the comparison become easier.

### 4. Taking corrective action

After the deviations have been identified and presented to the management for a consideration decision on corrective measure is taken.



### c. Characteristics of Effective Controls

- According to Goold and Quinn (1990), effective control systems tend to have certain characteristics. These are:
- Accuracy. Effective controls should generate accurate data and information for effective managerial decisions.
- Timeliness. Controls should ensure that information reaches a decision maker when a meaningful response can be taken.
- Flexibility. Controls should be flexible to accommodate changes in the environment. It is important to update control system if and when a need arises.
- Acceptability. A good control system is one where people affected by it understand and fully accept it.
- Integration. Controls that are consistent with organization's values and culture are easier to enforce as they become integrated to organizational environment.

- Economic feasibility. A control system should be economical and reasonable to operate. Costs of operating such as system should be balanced against its benefits.
- Strategic placement, controls should be placed at strategic points where time and money costs of failures are greatest.
- Corrective actions, controls should identify deviations and be programmed to give solutions to such deviations.
- Emphasis on exception. Good control systems work on exception principle so that only important deviations are brought to the attention of management.

### Conclusion

Controlling implies comparing performance in relation to pre-set objectives and making the necessary adjustments and corrections. It is applied to update plans, to sustain efficiency and protection of organization's assets. It has so many characteristics such as accuracy, acceptability and integration.

### Assessment

1. Which of the following would be included in the "controlling function"?
  - a. Measuring results against corporate objectives.
  - b. Explaining routines.
  - c. Setting standards.
  - d. Giving assignments
2. The most effective leader is one who:
  - a. Makes managerial decisions without consulting others
  - b. Works with managers and employees to make decisions
  - c. Has the leadership style most appropriate to the situation and the employees involved.
  - d. None of the above
3. Technical skills are most important for which of the following:
  - a. First line managers.
  - b. Middle managers.
  - c. Vice president-Production.
  - d. Top managers

4. Empowerment is related to
  - a. Planning
  - b. Organizing
  - c. Directing
  - d. Controlling
5. In which step of the controlling process does a manager make necessary changes when goal have not been met?
  - a. Establishing standards to measure performance
  - b. Comparing performance with the standard
  - c. Taking corrective action
  - d. Measuring actual performance
  - e. A manager never looks back
6. The controlling process is responsible for what of the following
  - a. Leading teams in the completion of work assignments
  - b. Planning future goals for the company
  - c. Evaluating whether or not goals have been met
  - d. Organizing teams to produce specific results

## 6. Staffing

### **a. Human Resource Management**

Staffing as a management function refers to the process of acquiring the required human resource to achieve organizational objectives. Staffing involves matching jobs and individuals. It consists of functions such as human resource planning, recruitment, selection, training and appraisal in an organization.

Staffing is defined as the process of identifying, assessing, placing, evaluating and developing individuals at work. Staffing therefore involves determination of human resource requirements of an organization and provision of adequate number of competent workers at all levels.

After an organization's structural design is in place, it needs people with the right skills, knowledge, and abilities to fill in that structure. People are an organization's most important resource, because people either create or undermine an organization's reputation for quality in both products and service.

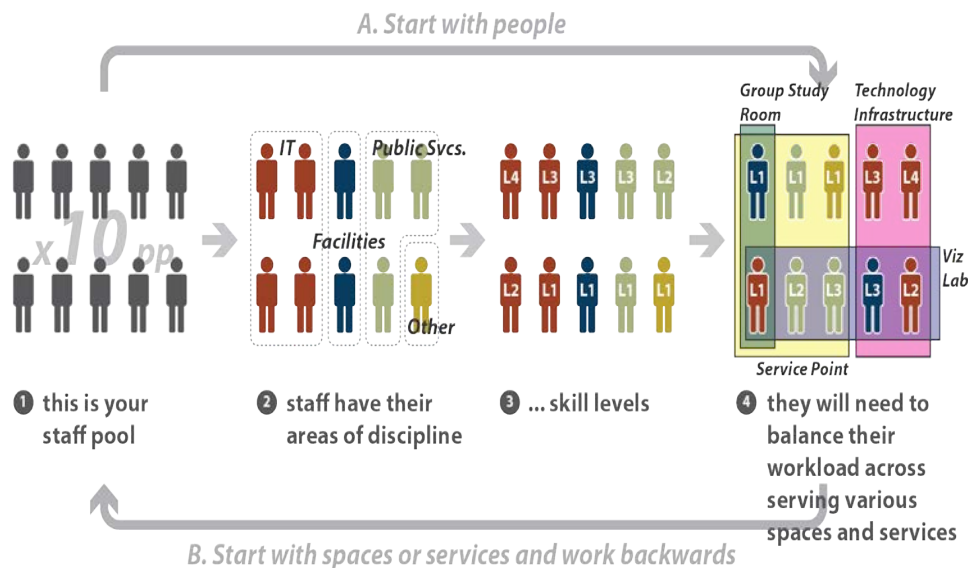
In addition, an organization must respond to change effectively in order to remain competitive. The right staff can carry an organization through a period of change and ensure its future success. Because of the importance of hiring and maintaining a committed and competent staff, effective human resource management is crucial to the success of all organizations.

Human resource management (HRM), or staffing, is the management function devoted to acquiring, training, appraising, and compensating employees. In effect, all managers are human resource managers, although human resource specialists may perform some of these activities in large organizations. Solid HRM practices can mould a company's workforce into a motivated and committed team capable of managing change effectively and achieving the organizational objectives.

Understanding the fundamentals of HRM can help any manager lead more effectively. Every manager should understand the following three principles:

- All managers are human resource managers.
- Employees are much more important assets than buildings or equipment; good employees give a company the competitive edge.
- Human resource management is a matching process; it must match the needs of the organization with the needs of the employee.

### Aligning staff support needs to space



### b. Importance of Staffing

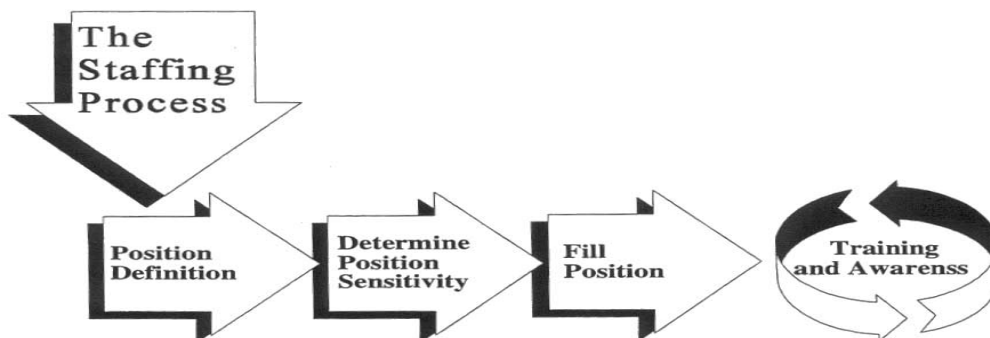
- Staffing function of management is very important for the following reasons.
- Job performance: Achievement of organizational goals is dependent upon the quality of human resource it has. The staffing function of an organization is very crucial.

- Development of manpower: In order to ensure that activities of an organization are efficiently performed, the human resource in an organization should be developed and provided with necessary skills.
- Use of technology: Due to technological changes taking place, an organization should get the right people to make use of the technology.
- Optimum use of human resource: An organization can achieve its goals through efficient use of staff. An organization should plan to have optimum staff levels.
- Recognition of human relations: Human factors are important in an organization. They may determine the success of an organization. Employees should be motivated through various financial and non-financial incentives.

### c. Steps in the Staffing Process

The staffing process involves the following steps:

- Human resource planning: This is the determination of the future requirement of personnel in an organization.
- The recruitment and selection: It is the process of selection of best and qualified candidates from among the job applicants to fill vacant positions in an organization.
- Induction and orientation: Refers to the process of introducing new employees to their new work environment. It involves introducing the new worker to colleagues, duties to be performed, rules and regulations, and responsibilities.
- Training and development: The staff appointed to an organization may require to be trained to acquire necessary specialized skills to perform their jobs effectively.
- Compensation/Remuneration: This is concerned with developing a system of remuneration of personnel that is commensurate with their contribution to the objectives of the organization.
- Performance appraisal: It is the process of determining the extent to which an employee is performing the work effectively.
- Employment decisions: These include transfers promotions, layoffs and dismissal. These decisions have specific applications and must be objectively applied to workers.



### Assessment

1. Which of the following is not for staffing?
  - a. It is an intermittent process
  - b. It is an efficient management of personnel
  - c. Comprehensive induction is a good use of time
  - d. It includes training
2. In order to be effective a team leader should not
  - a. Disengage from the team
  - b. Be a part of the overall process
  - c. Praise excellent within the group
  - d. Use each member's contributions and energy
3. Managers face problems due to breakdown of communication caused by communication barriers. Which of the following is not a barrier to listening?
  - a. Prejudging that the subject is boring
  - b. Tackling complicated subjects
  - c. Reacting to the speech too fast
  - d. Inflexibility while listening
4. Human resources management is supervising, monitoring and controlling

### Unit Summary

The five functions of management (planning, organizing, directing, controlling and staffing) were discussed in detail. Meanings of concepts, functions importance, their characteristics, and their implications in organization management were clearly identified and covered. They were tackled successively supported by graphic illustrations throughout the unit. Besides, suggested essential and further readings, video lectures and animations were provided through internet links.

## Unit Assessment

### Formative Evaluation

1. Explain the characteristics of effective controls (150 to 200 words)
2. The chairman of a church Educational Committee manages four private schools in:
  - i) Four places within one region/province
  - ii) Four different regions
  - iii) Four different countries

What type of span of control should be used for each? Provide reasons for your answer.

- 3- Define the term 'departmentation' (in not more than 25 words)

### Learning Activities

1. What are the other important roles of planning in a school situation? (200 words only).
2. Give an example for each of the steps of planning (not more than 20 words) that is based in an educational setting.
- 3 (a) Explain the steps involved in the staffing process.
  - (b) To what extent are these steps followed in staffing of secondary schools in your own country (200 words or less).

# Synthesis of the Module

1. Unit 1 introduces the basic concepts of management. It defines the organization, management and administration. Different types of organizations are then discussed and the characteristics of organizations are described. A distinction is made between educational management and educational administration.
2. Unit 2 discusses the historical development of management. Specifically the work of early management theorists such as Taylor, Fayol, Max Weber and his bureaucratic system of organization are discussed in detail. The application of these management theorist's ideas to the field of education is presented. Apart from the classical theorists, the human relations and behavioural science movement ideas are also presented in the unit.
3. Unit 3 describes the theories of motivation and job satisfaction. Two categories of theories namely content and process theories of work motivation are discussed in the unit. Three theories Maslow's Hierarchy of needs, Herzberg Two-factor Theory and ERG theory are discussed in the category of content theories of work motivation. In the category of process theories of work motivation, the expectancy theory, equity theory and goal setting theories are discussed. In describing the theories every effort is made to relate them to the field of education.
4. The last Unit 4 presents the five major functions of management. These are planning, organizing, directing, control and staffing. The steps and where applicable characteristics of these functions are discussed in the unit. Examples based on the field of education are integrated in the discussion of each function. The last part of the unit discusses the policies and their implication to educational management



# Summative Evaluation

## Questions

1. Among the following management theorist who is associated with piece- rate principle?

- (a) Max Weber
- (b) Herzberg
- (c) Taylor
- (d) Mc. Clelland

2. Who identified the five "basic elements of administration"?

- (a) Taylor
- (b) Fayol
- (c) Chris Argyris
- (d) Robert Schlaifer

2. How many levels of needs did Abraham Maslow's hierarchy of needs identify?

- (a) Three
- (b) Four
- (c) Five (d) Six

4. Which of the following is not a process theory?

- (a) Expectancy
- (b) Equity Theory
- (c) Goal setting theory
- (d) Two factor theory

5. How many elements does Vroom's Expectancy theory have?
- (a) Three
  - (b) Four
  - (c) Five
  - (d) Six
6. Which of the following assumptions is not attributed to Equity theory?
- (a) Perceived inequity creates a feeling of resentment
  - (b) Tension in individuals employed by organizations reflects the magnitude and type of inequity
  - (c) No action is expected by individual workers to reduce tension in workplace.
  - (d) Individuals are motivated to take steps to reduce tension.
7. Who is associated with ERG theory work motivation?
- (a) Clayton Alderfer
  - (b) Mc Clelland
  - (c) Herzberg
  - (d) Locke
8. The following are considered as human relations theorists except:
- (a) Elton Mayo
  - (b) Chester Bernard
  - (c) Mary Parker Follet
  - (d) Herbert A. Simon
9. Which one of the following is not a management function?
- (a) Planning
  - (b) Organizing
  - (c) Controlling
  - (d) Motivation

10. There are four characteristics of planning function. Which of the following is not a characteristic of planning?
- (a) Planning is anticipatory
  - (b) Planning is good directed
  - (c) Planning analyses past events
  - (d) Planning is future oriented
11. How many principles of planning does Gary Dessler identify in his research work?
- (a) Seven
  - (b) Eight
  - (c) Nine
  - (d) Ten
12. How many characteristics of control functions were identified by Goold and Quinn (1990)?
- (a) Eight
  - (b) Nine
  - (c) Ten
  - (d) Eleven

**Answers**

1. C
2. B
3. C
4. D
5. A
6. C
7. A
8. D
9. D
10. C
11. C
12. B

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