# INSTITUTE OF AERONAUTICAL ENGINEERING
## (Autonomous)
Dundigal, Hyderabad -500 043

## CIVIL ENGINEERING

### COURSE LECTURE NOTES

| Course Title | INDUSTRIAL MANAGEMENT AND PSYCHOLOGY | |
|---|---|---|
| Course Code | AHS016 | |
| Program | B.Tech | |
| Semester | VIII | CIVIL ENGINEERING |
| Course Coordinator | Mr. G.N.V Sai Teja, Assistant Professor | |
| Course Faculty | Mr. G.N.V Sai Teja, Assistant Professor | |
| Lecture Numbers | 1-60 | |
| Topics Covered | All | |

## COURSE OBJECTIVES:

| | The course should enable the students to: |
|---|---|
| I | Discuss the different Taylor's, Fayol's, Maslow's theories of management. |
| II | Understanding the line and staff, matrix, functional, virtual, cellular organizational structures of management. |
| III | Identify the functions of Human resources management and marketing strategies based on product life cycle. |
| IV | Outline the evolution and fields of social, educational, experimental clinical and personality psychology. |

## COURSE LEARNING OUTCOMES (CLOs):

| | |
|---|---|
| AHS016.01 | Describe the Nature and importance of management, functions of management, and theories of management-Taylors. |
| AHS016.02 | Summarize the concept of scientific management theory, Fayols principles of management Maslow's theory of human needs |
| AHS016.03 | Analyze the concepts Douglas Mcgregor's theory x and theory y, two factor theory, leadership styles |
| AHS016.04 | Use the concept social responsibilities of management.. |
| AHS016.05 | Designing organizational structures: Departmentation and decentralization, types of organization structures, |
| AHS016.06 | Understand line organization, line and staff organization, functional organization, committee organization, matrix organization, virtual organization, cellular organization, |
| AHS016.07 | Use cellular organization, team structure, boundary less organization, inverted pyramid structure, |
| AHS016.08 | Illustrate inverted pyramid structure, lean and flat organization structure and their merits, demerits and suitability. |

| AHS016.09 | Explain Human Resources Management (HRM): evolution of HRM, basic functions of hr manager: manpower planning, recruitment. |
|---|---|
| AHS016.10 | Understand the concept of selection, training and development, placement, wage and salary administration, promotion, transfer, separation,. |
| AHS016.11 | Understand the concept of appraisal, grievance handling and welfare administration, job evaluation and merit rating. |
| AHS0162.12 | Discuss the concept of Definition, goals, fields and applications, development of psychology from middle 19th century, psychology in ancient India |
| AHS016.13 | Understand the founding of experimental psychology: Contributions of Weber, Fechner.. |
| AHS016.14 | Summarize the concept of Contributions of Weber, Fechner, Wundt and Eddinghaus, William James and Galton, development of psychology in India. |
| AHS016.15 | Use Applications of psychology to disadvantaged groups, problems of social integration |
| AHS016.16 | Understand the information technology and mass media, economic development.. |
| AHS016.17 | Understand the characteristics fields of psychology: social psychology, educational psychology, experimental psychology, clinical psychology, personality psychology. |

## SYLLABUS

| UNIT-I | INTRODUCTION TO MANAGEMENT | Classes: 09 |
|---|---|---|

Nature and importance of management, functions of management, theories of management-Taylor's scientific management theory, Fayol's principles of management, Maslow's theory of human needs, Douglas McGregor's theory x and theory y, two factor theory, leadership styles, social responsibilities of management.

| UNIT -II | ORGANIZATIONAL STRUCTURES | Classes: 09 |
|---|---|---|

Designing organizational structures: Depart mentation and decentralization, types of organization structures, line organization, line and staff organization, functional organization, committee organization, matrix organization, virtual organization, cellular organization, team structure, boundary less organization, inverted pyramid structure, lean and flat organization structure and their merits, demerits and suitability.

| UNIT-III | HUMAN RESOURCE MANAGEMENT AND MARKETING MANAGEMENT | Classes: 09 |
|---|---|---|

Human Resources Management (HRM): evolution of HRM, basic functions of hr manager: manpower planning, recruitment, selection, training and development, placement, wage and salary administration, promotion, transfer, separation, performance appraisal, grievance handling and welfare administration, job evaluation and merit rating

Marketing: functions of marketing, marketing mix, marketing strategies based on product life cycle., channels of distribution.

| UNIT-IV | FUNDAMENTALS OF PSYCHOLOGY | Classes: 09 |
|---|---|---|

Definition, goals, fields and applications, development of psychology from middle 19th century, psychology in ancient India, the founding of experimental psychology: Contributions of Weber, Fechner, Wundt and Eddinghaus, William James and Galton, development of psychology in India.

| UNIT-V | APPLICATIONS AND FIELDS OF PSYCHOLOGY | Classes: 09 |
|---|---|---|

Applications of psychology to disadvantaged groups, problems of social integration, information technology and mass media, economic development. fields of psychology: social psychology, educational psychology, experimental psychology, clinical psychology, personality psychology.

**Text Books:**

1. A.R. Aryasri, Management Science‖, Tata MC Graw Hill, 2009.
2. Atkinson et al.), Hilgard's Introduction to Psychology‖, Harcournt Brace, 13th Edition, 1985.
3. B1ell,P.A.,Greene,T.C.,Fisher,J.D.,andBaumA."EnvironmentalPsychology‖''Belmont,CA:Thoson Wadsworth. Ricker Library, 5th Edition, 2001.

**Reference Books:**

1. Sahakian, William, S. Ed., ―History of Psychology‖, F.E. Peacock Publishers, Inc. Itasca, U.S.A., 1981.
2. Charles G. Morris, Albert Anthony Maisto, Ann Levine, ―Psychology: An Introduction‖, Prentice Hall 2002.

# UNIT-I
# INTRODUCTION TO MANAGEMENT

## INTRODUCTION:

When human being started group activities for the attainment of same common objectives whenever a group is formed and a group activity is organized to achieve certain common objectives management is needed to direct, co-ordinate and integrate the individual activities of a group and secure teams work to accomplish organizational objectives. The objectives of all business are attained by utilizing the scare resources like men, materials, machines, money etc.

In process of management, a manage uses human skills, material resources and scientific methods to perform all the activities leading to the achievement of goods.

### Definition:
Management is knowing exactly what you want men to do and then seeing that they do it the best and cheapest ways.

<div align="right">F.W.Taylor</div>

<div align="center">OR</div>

Management is defined as the creation and maintenance of an internal environment in an enterprise where individuals working together in groups, can perform efficiently and effectively towards the attainment of group goals.

<div align="right">Koontz and O 'Donella</div>

### Nature of Management:

The study and application of management techniques in managing the affairs of the organization have changed its nature over the period of time.

### Multidisciplinary:
Management is basically multidisciplinary. This implies that, although management has been developed as a separate discipline, it raws knowledge and concepts from various disciplines. It draws freely ideas and concepts from such disciplines as psychology, sociology, anthropology, economics, ecology, statistics, operations research, etc. Management integrates the ideas and concepts taken from these disciplines and present newer concepts which can be put into practice for managing the organization.

Dynamic nature of principle: Based on integration and supported by practical evidences, management has formed certain principles. However, these principles are flexible in nature and change with the changes in the environment in which an organization exists.

Relative, not absolute principles: Management principle are relative, not absolute, and they should be applied according to the need of the organization. Each organization may be different from others. The difference may exist because of time, place, socio-cultural factors, etc.

**Management Science or Art:**

There is a controversy whether management is science or art. However, management is both a science and art.

Management as profession: Management has been regarded as profession by many while many have suggested that it has not achieved the status of a profession.

# Characteristics of Management:
- ➢ Setting goals for organizations: Goals differ from organization to organization in business, the basic economic goal is to earn maximum profit, while in service organization like hospital and educational institution for the basic goal is to provide better service and better education.

- ➢ Awareness of opportunities and resources: Management have awareness of opportunities and resources like men, materials, money which assembles and integrates by management.
- ➢ Management is transformation process: Management is a transformation process consisting of planning, organizing, staffing, directing and controlling.
- ➢ Management is universal: The principles and techniques of management are universally applicable to all group activities performed at any level of organization.
- ➢ System of authority: System of authority means a hierarchy of command and control. Managers at different levels possess varying degrees of authority.
- ➢ Co – Ordination: Various human beings organized in formal groups are endeavouring to achieve the common organizational objectives, so various departments in the organization must work in harmony with one another.
- ➢ Management is Dynamic: The ever changing social environment directly and indirectly effect the group activity thus changing environments provide a challenge to management. Efficient management cannot remain static it must adopt itself to changing conditions.
- ➢ Management is decision making: The managers are decision makers the marketing managers decide about how to market, when to market, where to market how to collect funds for organization.
- ➢ Management is a profession: Management is not only a science but also an art. Art means managers have to handle the person and things tactfully. Science means achieving objectives through procedures.

**Importance of Management:**

No ideology, no ism, or political theory can win greater output with less efforts from a given complex of human and materials resource only sound management And it is on such greater output that a higher standard of life, more leisure, more amenities for all must necessarily be found.
- ➢ Effective utilization of resources: Management tries to make effective utilization of various resources. The resources are scarce in nature and to meet the demand of the society, their contribution should be maximum for the general interests of the society. Management not only decides in which particular alternative a particular resource be used but also takes actions to utilize it in that particular alternative in the best way.

- ➢ Development of resources: Management develops various resources. This is true with human as well as non-human factors. Most of the researches for resource development are carried on in an organization way and management is involved in those activities.
- ➢ To incorporate innovations: Today changes are occurring at a very fast rate in both technology and social process and structure these changes need to be incorporated to keep the organizations alive and efficient.

- ➢ Therefore, they require high degree of specialization, high level of competence, and complex technology. All these require efficient management so that organizations work in the most efficient way.
- ➢ Integrating various interest groups: In the organized efforts, there are various interest groups and they put pressure over other groups for maximum share in the combined output. For example, in the case of business organization, there are various pressure groups such as shareholders, employees, government etc. These interest groups have pressure on an organization.
- ➢ Stability in the society: Management provides stability in the society by changing and modifying the resources in accordance with the changing environment of the society. In the modern age, more emphasis is on new inventions for the betterment of human beings. These inventions make old systems and factors mostly obsolete and inefficient. Management provides Integrated between traditions and new inventions and safeguards, society from the unfavorable impact of these inventions so that continuity in social process is maintained.

**Levels of Management:**
- Top Management
- Upper Middle management
- Middle Management
- Lower Management
- Operating Force or Rank and file workmen

**Top Management includes:**

a) Board of directors b) Managing directors c) Chief executives d)General Manager e) Owners

Functions:
- ✓ Setting basic goals and objectives
- ✓ Expanding or contracting activities
- ✓ Establishing policies
- ✓ Monitoring performance
- ✓ Designing/Redesigning organization system
- ✓ Shouldering financial responsibilities etc.

**Upper Middle Management includes:**
- Sales executives
- Production executives
- Finance executives
- Accounts executives

**Functions:**

a) Establishment of the organization
b) Selection of staff for lower levels of management
c) Installing different departments
d) Designing operating policies and routines
e) Assigning duties to their subordinates

**Middle Management includes**

Superintendent
Branch Managers
General forcemeat etc.

**Functions:**

❖ To cooperate to run organization smoothly
❖ To understand inter locking of department in major policies
❖ To achieve coordination between different parts of the organization
❖ To conduct training for employee development
❖ To build an efficient company team spirit

**Lower Management includes:**

- Foremen
- Supervisors or charge-hands
- Office Superintendent
- Inspectors etc.

**Functions:**

1. Direct supervision of workers and their work
2. Developing and improving work methods operations
3. Inspection function
4. Imparting instruction to workers
5. To give finishing touch to the plans and policies of top management
6. To act as link between top management and operating force
7. To communicate the feelings of workers to the top management.

**Operating force includes:**

- Workers
- Rank and file workman
- Skilled and Semi-skilled workers
- Unskilled workers

**Function:**

To do work on machines or manually, using tools etc.
To work independently (in case of skilled workers) or under the guidance of supervisor.

**Functions of Management:**

- Planning: Involves selecting the objectives and actions to achieves them planning stage involves decision making and choosing future courses of action from the various alternatives.
- Organizing: Role of each person in any organization is fixed. The concept of role is who will be doing what should be known, to achieve organizational targets efficiently. It is intended that all the tasks necessary to achieve targets are assigned to people who can do the best.
- Staffing: Staffing function includes keeping the various organizational position fixed. This activity is done by identifying work force requirements, keeping the records of the performance of people working with the organization. So that suitable people can be prompted and at the same time people performing not up to the mark could be send for training. If all the above activities are taking place in nice way in any organization, it will give rise minimum work force turnover.
- Directing: Directing means influencing people, so that they will contribute to the organization targets directing involves motivation, leadership styles and proper communication.
- Controlling: It is the process of comparing the plans with the results. If there is deviation attain taken to be bridge the gap between plan and actual results.
- Coordinating: The essence of management is the achievement of coordination among people coordination is a complex process following the principles by which organization activity can be accomplished. Coordinative is possible oniy if all the personnel working in the organization accept the target of the organization. This target must be clearly defined and sold to everyone concerned.

**Evolution of Management Theory:**

Good management intends to achieve an objective with the least use of man, machine, money and material and at the same time maximum satisfaction of the participants.

Taylor's Scientific Management: The utility of scientific methods to problems of management was first introduced by F.W.Taylor.

**Definition:** Scientific management may be defined as the Art of knowing
exactly what is to be done and the best way of doing it . Scientific management is the result of applying scientific knowledge and scientific methods to the various aspects of management and the problems that arise from them.

**Principles of Scientific Management:**

Taylor through his principles of scientific management initiated a system in which there would be an effective and fruitful coordination and cooperation between the management and the workers. Development of Science for each element of work: Analyze the work scientifically, rather than using thumb rule. It means that an attempt is made to find out what is to be done by a particular worker, how he is to do it, what equipment will be necessary to do it. This information is provided to the worker, so as to reduce wastage of tie, material etc. and improve the quality work.

Scientific selection, placement and training of workers: This principle states that select the workers best suited to perform the specific task, and then train them within the industry in order to attain the objectives of the enterprise workers should also be trained from time to time to keep them informed of latest development in the techniques of production.

Division of Labor: division of work in smaller tasks and separation of thinking element of job from doing element of the job, this is the principle of specialization. It is essential for efficiency in all sphere of activities as well as in supervision work Standardization of methods, procedures, tools and equipment: Standardization helps in reducing time, labor and cost of production. The success of scientific management largely depends upon standardization of system, depends upon standardization of system, tools, equipment's and techniques of production.

Use of time and motion study: Taylor's introduced time and motion study to determine standard work. Taylor's undertook studies on fatigue, incurred by the workers and the time necessary to complete task.

Differential wage system: Taylor's differential piece rate scheme provides an incentive for a worker to achieve high level of optimum output. It distinguishes the more productive workers from less productive workers and motivates them to produce more.

Cooperation between labor and management: Mutual respect and cooperation between the workers and management helps in providing proper and effective leadership. The labor starts thinking that it is their work and they must put their heart in the work assigned to him. Principle of Management by Exception: Taylor suggested that only major or significant deviations between the actual performance and standard performance should be brought to the notice of top management. Top management should pay more attention to those areas of work where standards and procedures could not be established and where there is a significant variation between standard performance and actual performance.

**Administrative Management Theory (Henri Fayol and Others):**

**Henri Fayol is called as father of Modern Management:**
He established the pattern of management and the pyramidal form of organization. He pointed out that technical ability is more dominating on the lower level of management managerial ability is more important on the higher level of management. Henri Fayol analyzed the process of management and divided the activities of an industrial undertaking into six groups.
**Technical activities Commercial activities:**
1. Financial activities

2. Security activities

3. Accounting activities

4. Managerial activities

Elton Mayo: Elton Mayo generally recognized as father of human relations approach Mayo led the team which conducted the study psychological reaction of workers in on-the job situations Mayo concluded that work arrangements in addition to meeting the objective requirements of production must at the same time satisfy the employees subjective requirement of social satisfaction at his work place.

**Maslow's Theory:**

Maslow's level of hierarchy about human relations and behavioral science approach, his assumptions are based mainly on theory of Human Needs, he has defined five level of

hierarchy of needs starting from the biological need and then coming to more intangible ones. Physical needs like food, clothes and shelter

- Safety needs freedom from fear of insecurity

- Social needs include a sense of being accepted in the society or environment one finds himself in.

- Ego needs include feeling of important and recognition Self-actualization needs include need or desire for personal fulfillment of individual potential and activity.

**Douglas McGregor Theory:** He divides leadership is two styles labeled theory ―X and theory ―Y. The traditional styles of leadership and controls stated in theory _X' by McGregor, is exercised to managers on the basis of his assumptions about human beings. These assumptions as laid down or observed by McGregor for theory X' are

**Theory ―X:**

An average human being does not like to work and he tries to avoid it as far as possible.

He avoids accepting responsible and challenging tasks, has no ambition but wants security above all.

Because of this, the employees are to be forced, concerned and threatened with punishments to make them put their best effort These people would not work sincerely and honestly under democratic conditions.

However the above assumptions re not based on research finding. The autocratic style basically presumes that workers are generally lazy, avoid work and shrink responsibilities. It is believed that workers are more interested in money and security based on these assumptions the leadership styles developed, insists on tighter control and supervision.

**Theory of ―Y:**

It focuses a totally different set of assumptions about the employees

Some employees consider work as natural as play or rest.

These employees are capable of directing and controlling performance on their own.

They are much committed to the objectives of the organization

Higher rewards make these employees more committed to organization.

Given an opportunity they not only accept responsibility but also look for opportunities to outperform others.

Most of them highly imaginative, creative and display ingenuity in handling organizational issues.

**System approach management:**

Modern approaches to understand management is the systems approach. Here the organization is viewed as a system. Every department is considered as a sub-system, it is also possible that every department can be viewed as a system and every section in the department can be viewed as a sub-system, system approach helps to study the basic feature and functions of the organization its minutest details.

The collection of interrelated parts called as sub-system which constitutes one whole unit. System approach facilitates the study of each of these parts in detail to have a close understanding of the whole system.

Ex: Every part of the study such as the eyes, brain, and heart can also be viewed as a sub-system, a study of each of the parts of the body in necessary to understand the whole body.

Herzberg's Two-factors Theory: Maslow's theory has been modified by

Herzberg and he called in two-factors theory of motivation. According to him the first group of needs are such things are such things as company policy and administration, supervision, working conditions, interpersonal relations, salary, status, job security and personal life.

Herzberg called these factors as dissatisfies and not motivators, by this he means their presence or existence does not motivate in the sense of yielding satisfaction, but their absence would result in dissatisfaction. These are also referred to as hygiene' factors.

In the second group are the satisfiers 'in the sense that they are motivators, which are related to Job content'. He included the factors of achievement, recognition, challenge work, advancement and growth in the job. He says that their presence will yield feelings of satisfactory or no satisfaction but not dissatisfaction.

- Quality of supervision Recognition

- Relations with supervision  Advancement

- Relations with subordinates    Possibility of growth

**Leadership and Leadership Styles:**

Leader:

One who leads a given group or team of people is called leader. If you can influence people to perform better in a given organizational setting, that means you are a leader.

Leadership is ability to influence people to achieve the given goals in an organization.

A true leader is one who shares success with followers and absorbs all failures.

A manager has to be a mini-leader. He has to inspire his subordinates and get work done) and leader to be a mega-leader (otherwise he does not understand the ground realities of functioning)

Leadership Styles: Leader has to ensure that people under his guidance are comfortable and their good work is recognized.

A good leader has to adopt such a style of working that takes care of people around him. There are also some leader who do not care for people and who care more for the task completion.

**Types:**

Autocratic leadership: Here, leader command the followers and expects compliance from them for all the instructions given, leaders are more dogmatic and positive. They lead by his ability to withhold or give rewards or punishments. Here, no suggestions from the followers are entertained and almost to-down approach is seen. They direct others. They do not allow any participation.

Democratic leadership: Here leaders consult subordinates and involve them in decision making. They encourage discussion with the group leaders believes in two-way communication. They listen to followers try to facilitate the decision making.

Free – Rein leadership: Free – Rein leaders exercises little authority and give maximum freedom to subordinates while making decisions. It is a bottom-up

approach. Suggestions from the followers are encourage and rewarded. They give high

degree of independence subordinates in their operations.

**Social Responsibility**: Social responsibility refers to the process with includes several activities from providing safe products and services to giving apportion of the company's profits to welfare organizations.

Responsibility towards shareholders: The business enterprise has the responsibility to provide fair return on capital to the shareholders. The firm must provide them regular, accurate, and full information about the working of enterprise in order to fulfill and encourage their interest in the affairs of the company.

Responsibility towards consumers: The management has to provide quality products and services to the customers at reasonable prices. It should consider customer suggestions and also plan it services more effectively through consumer satisfaction survey.

Responsibility towards employees: Good working conditions motivate workers to contribute their best it is the responsibility of the management recognize their unions and respect their right to associate with a union of their choices.

Responsibility towards creditors: The business has to repay the loans it has taken from the financial institutions as per the repayment schedule also it should inform the creditors about the developments in the company form time-to-time.

Responsibility towards Government: The business firm has to pay its taxes and be fair in its endeavors. It should also support the government in community development projects.

Responsibility towards competitors: The business firm should always maintain the highest ethical standards and maintain cordial relations with each of the competitors, which is a critical and sensitive segment.

Responsibility towards public: Business units have tremendous responsibility towards the general public to support the cause of community development. Most of the companies maintain public relations departments exclusively to maintain good relations with the community.

# UNIT-II
# ORGANIZATIONAL STRUCTURES

DESIGNING ORGANISATIONAL STRUCTURES

**Organization:**
Organization is form of organizing which is a part of management process Organization defied as collectively of people for achieving common

Objectives

Organization means the determination and assignment of duties to people, and also the establishment and the maintenance of authority relationships among these grouped activities it is the structural frame work with in which the various efforts are coordinated and related to each other.

**Definitions**: Organization are collectivizes of people that have been established for the pursuit of relatively specific objectives on a more or less continuous basis.

_William Scott

Organization is the form of every human association for the attainment of a common purpose.

Mooney and Reilly: Organization involves the grouping of activities necessary to accomplish goals and plans assignment and these activities to appropriate departments and positions to appropriate departments and positions for authority delegation and coordination‖.
Koontz and O'Donnell Organization is used in the following ways with or without prefix or suffix

- as entity
- as group of people
- as structure
- as process

**Process of Organization:**
Determination of objectives, strategies, plans and policies: Objectives should be clear and precise, because the entire organization is to be built around the objectives of the enterprises.
Determination of activities: Determine activities needed to execute these plans and policies and accomplish the objectives. The work load is broken into component activities that are to be performed by all the employees. The activities are so split to determine the job which can be performed by an individual.
Separation and grouping of activities: To attain the benefits of specialization and division of labour, every company, will separate its activities on the basis of primary functions like finance, engineering, purchasing, production, sales and industrial relations. All the similar or directly related activities are grouped together in the form of departments.
Delegation of authority: Authority is necessary for the performance of the job and therefore authority is delegated to the subordinates for enabling them to carry out their work smoothly and efficiently.
Delegation of responsibility: Responsibility may be described as the obligation and accountability for the performance of delegated duties. A superior is always accountable for the acts of his subordinate. Therefore, responsibility always flows from subordinates to superiors.
Establish inter-relationships: The grouped activities are placed in the overall organization structure at appropriate level. It is necessary to integrate or these groups of activities through.
Authority relationship horizontally, vertically and diagonally

Organized information or communication system i.e., with the help ofEffective coordination and communication.

Providing physical facilities and proper environment: Physic al facilities means provide machinery, tools equipment's, infrastructure etc., environment means provide proper lighting, ventilation, heating, cooling arrangement at the work place, reasonable hours of work, safety devices, job security etc.

**Principles of Organization:**

- Principle of unity of objectives: An organization structure is effective if is enables individuals to contribute to entire objectives.
- Principle of co-ordination: The aim of the objective can be achieved it proper co-ordination exists for efferent activities
- Principles of organizational efficiency: An organization is efficient it is structured to aid the accomplishment of enterprise objective with a minimum of unsought consequences or costs.
- Span of management principle: In each managerial position, there is a limit to the number of persons an individual can effectively manage but the exact number will depend on the impact of underlying variables.
- Scalar principle: The clearer the line of authority from the ultimate management position in an enterprise to every subordinate position, the clearer will be the responsibility for decision making the more effective will be organization communication.
- Principle of delegation by results expected: Authority delegated to all individual managers should be adequate enough to ensure their ability to accomplish the results expected.
- Principle of responsibility: The responsibility of subordinates to their superiors for performance is absolute, and superiors cannot escape responsibility for the organization activity of their subordinates.
- Principle of parity of authority and responsibility: The responsibility for actions cannot be greater than that implied by the authority delegated, not should it be less.
- Principle of unity command: The more complete an individual's reporting relationships to a single superior, the smaller the problem of conflicting instructions and the greater the feeling of personal responsibility for results.
- Authority level principle: Maintenance of intended delegation requires that decisions within the authority of individual managers should be made by them and not be referred upward in the organization structure.
- Principle of balance: The application of principles or technique must be balanced to ensure the overall effectiveness of the structure in meeting enterprise objectives.
- Principle of flexibility: the more that provisions are made for building flexibility in to an organization structure can fulfill its purpose.
- Principle of leadership facilitation: The more an organization structure and its delegations of authority enable managers to design and maintain an environment for performance, the more they will help the leadership abilities of those managers.

**Design of Organization structure:** The main objective of an organization structure is to ensure that efforts of all the people working in various sections are co-ordinate and integrated for achieving the task in the most efficient effective way with minimum consumption of resources i.e. economical ways

1) Formal organization structure 2) Informal organization structure

Formal organization structure: According to classical theorists the formal organization is built an four pillars

- Division of labour
- Scalar functional processes
- Structure
- Span of control

Definition:

An organization is formal when the activities of two or more persons are consciously coordinated towards common objectives.

Informal organization:

Informal organization arises spontaneously based on friendship or some common interest and not based on rules, regulation and procedures. It is developed by the employees themselves and not by the formal authority.

Definition:

Informal organization brings cohesiveness to a formal organization, it brings to the members of formal organization a feeling of belonging of status, of self-respect and of gregarious satisfaction.

**Comparison between formal and informal organization:**

| Basis of comparison | Formal | Informal |
|---|---|---|
| Formation | Planned & deliberated | Spontaneous |
| Purpose | Well-set goals | Social interaction |
| Structure | Well structured | Un structured |
| Focus | Positions | Persons |
| Nature | Official | Unofficial |
| Leadership | Superior | Any one |
| Source of power | Delegated | Given by group |
| Guidelines for behaviour | Rules procedures | Group norms |
| Source of control | Rewards/Punishment | Sanctions |

**Type of organization:** On the basis of authority relationships organization classified as follows

- Line organization or Military organization or Scalar organization

- Functional organization

- Line and Staff organization

- Project organization

- Committee organization

- Matrix organization

Where efforts of large number of people have to be controlled and discipline is of prime importance line type organization structure will serve the purpose. This is also one of the oldest structures. However, in present conditions this type of structure has lost the applicability. In line structure ten lines of instruction, directing is vertical. This means in this type boss is always right and his orders are to be obeyed at any cost.

**Merits:**
- Simplicity: Line organization is very simple to establish and can be easily understand by the employees

- Discipline: Since each position is subject to control by its immediate superior position, often the maintenance of discipline is easy unity of command and unity of direction foster discipline among the people in the organization.

- Co-ordination: The hierarchy in management helps in achieving effective coordination

- Effective communication: There will be a direct link between superior and his subordinate; both can communicate properly among himself or herself. Economical: Line organization is easy to operate and less expensive

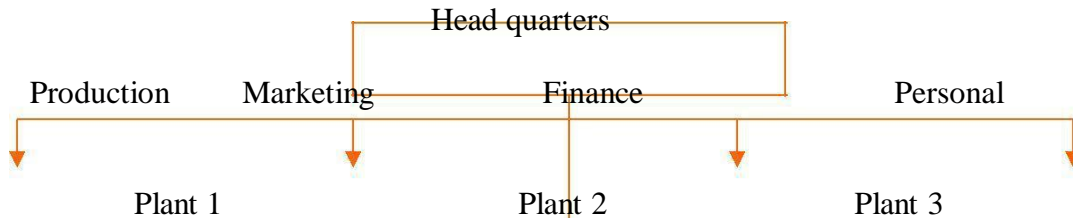- Unity of command: In line organization every person is under the command of one boss only.


- Prompt decision: Only one person is in charge of one division or department. This enables manager to take quick

- decisions.

- Over all development of the managers: The departmental head has to look after all the activities of his department; therefore, it encourages the development of all round managers at the higher level of authority.

- **Demerits:**

- Undue reliance: The success of the enterprise depends upon the caliber and ability of few departmental heads, loss of one or two capable men may put the organization in difficulties.

- Personnel limitations: In this type of organization an individual executive is suppose to discharge different types of duties. He cannot do justice to all different activities because he cannot be specialized in all the trades.

- Overload of work: Departmental heads are overloaded with various routine jobs hence they can not spare time for important managerial functions like  planning, development budgeting etc.

- Dictatorial way: In line organization, too much authorities centre on line executive. Hence it encourages dictatorial way of working.

- Duplication of work: Conflicting policies of different departments result in duplication of work.

- Unsuitable for large concerns: It is limited to small concerns.

- General interest of enterprise may be over looked: Departments may work for their self-interest and may sacrifice the general interest of the enterprise.

- Scope of favourism: As the departmental heads has the supreme authority, there is

chance of favourism.

**Functional organization:** This structure most widely used, in the medium and large organizations having limited number of products.

This was introduced by F.W.Taylor and is logical extension of the division of labour cover departments as well as men.

In this authority is delegated to an individual or department to control specified processes, policies or other matter relating to activities under taken by persons in other departments.

Head quarters

Production        Marketing              Finance                    Personal

Plant 1                          Plant 2                    Plant 3

In this system planning is separated from performance since the direction of work is divided by various function in the factory. It has been found that this type of structure becomes ineffective when the work of departments and individuals increases in variety and complexity.

**Merits:**

Separation of work: In functional organization, work has been separated from routine work. The specialist has been given the authority and responsibility for supervision and administration pertaining to their field of specialization unnecessary over loading of responsibilities is thus avoided.

**Specialization:**

Specialization and skilled supervisory attention is given to workers the result is increase in rate of production and improved quality of work. Narrow range with high depth: The narrow range of activities enable the functional expert to developing in depth understanding in his particular area of activity.

Ease in selection and training: Functional organization is based upon expert knowledge. The availability of guidance through experts makes it possible to train the workers properly in comparatively short span of time.

Reduction in prime cost: Since for every operation expert guidance is there, wastage of material is reduced and thus helps to reduce prime cost.

Scope of growth and development of business: This type of organization presents ample scope for the growth and development of business.

**Demerits:**

- Indispline: Since the workers receive instructions from number of specialist it leads to confusion to whom they should follow. Therefore, it is difficult to maintain discipline.
- Shifting of responsibility: It is difficult for the top management to locate responsibility for the unsatisfactory work everybody tries to shift responsibility on others for the faults and failure.
- Kills the initiative of workers: As the specialized guidance is available to the workers the workers will not be using their talents and skills therefore their initiative cannot be utilized.
- Overlapping of authority: The sphere of authority tends to overlap and gives rise to friction between the persons of equal rank.
- Lack of co-ordination between functions: except the function in which he is specialized he is absolutely indifferent to other functions. Therefore, there is a lack of

coordination of function and efforts.

**Line and Staff Organization:** Line and Staff organization is the in which the line heads are assisted by specialist staff.

If the firm is of large size, manager cannot give careful attention to every aspect of management. They are busy with ordinary task of production and selling. Hence staff is deputed to do the work of investigation, research, recording, and advising to managers. Thus the staff brings advising to managers. Thus the staff brings specialization by assisting the line officers.

1. Planned specialization: The line and staff structure is based upon the principle of specialization. The line managers are responsible for operations contributing directly to the achievement of organizational objectives where as staff people are there to provide expert advice on the matters of their concerns.
2. Quality decisions: Decisions come after careful consideration and thought each expert gives his advise in the area of his specialization which is reflected in the decisions.
3. Prospect for personal growth: Prospect for efficient personal to grow in the organization not only that, it also offers opportunity for concentrating in a particular area, there by increasing personal efficiency
4. Less wastage: There will be less wastage of material.
5. Training ground for personnel: It provides training ground to the personnel in two ways. First, since everybody is expected to concentrate on one field, one's training needs can easily be identified. Second, the staff with expert knowledge provides opportunities to the line managers for adopting rational multi-dimensional approach towards a problem.

**Demerits:**

1. Chances of Misinterpretation: Although the expert advice is available, yet it reaches the workers through line supervisors. The line officers may fail to understand the meaning of advice and there is always a risk of misunderstanding and misinterpretation.
2. Chances of friction: There are bound to be occasions when the line and staff may differ in opinion may resent in conflict of interests and prevents harmonious relations between the two.
3. Ineffective Staff in the absence of authority: The staff has no authority to execute their own advice. Their advice is not a binding on the line officers. Therefore the advice given by specialist may be ignored by line heads.
4. **Expensive: The overhead cost of the product increases because of high salaried specialized staff.**
5. Loss of initiative by line executives: If is they start depending too much on staff may loose their initiative drive and ingenuity.

**Project Organization:** A project organization is a special case where common service like finance, purchase etc. are organized at the functional level. But project resources are allocated to the project manager. Since the business responsibility rests with the project manager, necessary authority is given to him with the requisite resources. This type of organization structure helps in making decisions for project control in terms of cost, resource and time. In a project organization some of the functions are corporate responsibility and some of them are project manager's responsibility.

**Merits:**

This calls for quick divisions

Organizing all functional

Proper coordination of work of different departments

**Demerits:**

1. It tends to increase the problems of control for top management
2. It is special case of product organization
3. The organization may get disintegrated with increasing focus on departments.

**Committee Organization:** A committee is formed when two or more persons are appointed to work as a team to arrive at a decision on the matters referred to it. It is intended to utilize the knowledge, skills, and experiences of all the concerned parties. Particularly, in large organizations, problems are too big to be handled by one single expert.

Organizational resources in terms of knowledge skills and experiences.
It represents all interested groups and thus, facilitates group decision.
It yields good results if the committees are headed by taskmaster like chairman and time bound in terms of decision-making.
It minimizes the fear of too much authority vested in one person
**Merits:**

- It offers operational freedom and flexibility
- It seeks to optimize the utilization of resources
- It focuses on results
- It maintains professional identity
- It holds employees responsible for management of resources

**Demerits:**
- It calls for greater degree of coordination
- It violates unity of command principle
- It may be difficult to define authority and responsibility precisely
- Employees may find it frustrating to work with two bosses.

**MODERN TRENDS IN ORGANISATIONAL STRUCTURE DESIGNS:** Organizations in the recent times have been gearing themselves to suit to the growing demands from their stakeholders in terms of responsiveness, flexibility, agility, adaptability etc. In this process, they are following organic structure, which are more agile, flexible and adaptable to the changing circumstances. Virtual organizations, cellular organizations, team structure, boundaryless organization and inverted pyramid and different forms of organic structure that are widely seen among most of the sun-rise sectors such as financial services, Information Technology (IT) and IT enabled services. These structures have been contributing to the organic growth of the organization. The focus of organic structures is to do away with those activities which do not directly contribute to the growth of the organization and focus only on those activities which directly lead the organization for the achievement of the given goals.

**Virtual Organization:** Virtual organizations facilitate competitiveness particularly when these organizations are part of the global economy. Here, there can be alliances and partnerships with other organizations almost all
over world. It is a flexible organization structure that removes the traditional boundaries.It allows easy reassignment and reallocation of resources to take quick advantage of shifting opportunities in global markets. To avoid disintegration and to attain the effective needed focus, the lead virtual organizations must have a shared vision,, strong brand and high trust culture.

      The virtual organization is a temporary network of companies that come together quickly to exploit fast changing opportunities. Virtual organizations appear to be bigger than traditional organizations. As virtual organizing required a strong information technology (IT) platform, The boundaries that traditionally separate a firm form its suppliers, customers and even competitors are largely eliminated, temporarily and in respect to a given transaction or business purpose. Virtual organizations.

      come into being as needed when alliances are called into action to meet specific operating needs and objectives. When the task is complete, the alliances rests until next called into action. Each partner in the alliance contributes to the virtual organization what it is best as-its core competence.

# UNIT-III
## HUMAN RESOURCE MANAGEMENT AND MARKETING MANAGEMENT

**Human Resource Management**: Human resource management is the process of managing the human resources of an organization in tune with the vision of the top management.

**Personnel Management**: Defines personnel management as the planning, organizing, and controlling of the procurement, development, compensation, integration and maintenance of people for the purpose of contributing to the organizational goals.

**Personal management versus Human resource management**:

1. Personnel management function is often viewed as a function of the specialized staff.

2. Human resource management function is the responsibility of all the line managers in the organization.

3. Personnel management goal is employee orientation

4. Human resource management goal is organization orientation

5. Personnel management managerial function Human resource management operative function

6. Personnel management cooperative level manager concern Human resource management top level manager concern.

Definition of HRM: According to Flippo HRM is planning, organizing , directing and controlling of the procurement development, Compensation, integration, maintenance and suppuration of human resources to the objectives.

**FUNCTION OF HRM:**
Most experts agree that managing involves 5 functions
- Planning
- Organizing
- Staffing
- Leading
- Controlling
- **Planning:** Establishing goals and standards, developing rules and procedures, developing plans and forecasting.
- **Organising:** Giving each sub ordinate a specific staff establishing departments deligatingauthority,Communication and co-ordinating work.
- **Staffing:** Manning the position. Determining the required people, selecting training, developing, Evaluating and compensating.
- **Leading:** Getting others to get the job done, maintain moral, motivating sub-ordinates.
- **Controlling:** Setting standards such as sales quota, quality standards production levels, checking Actual performance and comparing with standards, taking necessary action.

**Line and staff aspects of HRM:**

**Types of Authority:**

1. **Line authority:** Line authority entitles a manger to direct the work of an employee. It is the employer-enployee authority relationship that extends from top to bottom. A line manager directs the work of employees and makes certain decisions without consulting anyone. Sometimes the term line is used to differentiate line managers from staff managers. Line emphasizes managers whose organizational function contributes directly to the achievement of organizational objectives.

2. **Staff managers and Staff authority:** Staff managers have staff authority. A managers function is classified as line or staff based on the organizations objectives.

   As organizations get larger and more complex, line managers find that they do not have the time, expertise or resources to get their jobs done effectively. They create staff authority functions to support, assist, advice, and generally reduce some of the informational burdens they have.

3. **Functional control:** The authority exerted by a personnel manager as a coordinator of personnel activities. Here the manager acts as the right arm of the top executive.

**JOB ANALYSIS**

Harry L.Wylie: "Job analysis deals with the anatomy of the job. This is the complete study of the job embodying every known and determinable factor. Including the duties and responsibilities involved in its performance. The conditions under which performance is carried on, the nature of the task; the qualifications required in the worker, and the conditions of employment such as pay, hours, opportunities and privileges".

**Objectives of Job analysis:**
1. **Job Description:**
   Job description is a job profile which describes the contents environment and condition of jobs. It is prepared on the basis of data collected through job analysis. It provides information relating to activities and duties to be performed in a job. It differentiate one job from another by introducing unique characteristics of each job.
2. **Job Specification:**
   Job specification is another notable objective of job analysis. It includes the information relating to the requirements of skills and abilities to perform a specific task. It states the minimum acceptable qualifications that an incumbent must possess to perform the assigned duty successfully. The job specification statement identifies he knowledge, skills, abilities needed to perform that task effectively.
3. **Job evaluation:**
   Job analysis also provides required information which are necessary for evaluating the worthiness of jobs. After the preparation of job description and job specification statements. It assists for the evaluation of actual performance against the predetermined standard. Then the deviation is found out that has taken place during the course of action. Moreover, it helps to establish the value of different jobs in a hierarchical order which allows to compare jobs one from another.

Steps involved in Job Analysis or Job Analysis Process:
1. Information collection
2. Review background information
3. Selection of representative position to be analyzed
4. Analysis of job by collecting data
5. Develop job description

6. Develop job specification

**USES OF JOB ANALYSIS:**
1. HR planning
2. Recruitment and selection
3. Training and development
4. Compensation management
5. Performance appraisal
6. Information of duties
7. Health and safety
8. Job re-engineering
9. Employee counseling

**METHODS OF COLLECTING JOB ANALYSIS INFORMATION:**
1. Job identification
2. Significant characteristics of a job
3. What the typical worker does?
4. Job duties
5. What materials and equipment the worker uses?
6. How a job is performed?
7. Required personal attributes
8. Job relationship

JOB DESCRIPTION:

Job description is an important document which is basically descriptive in nature and contains a statement of job analysis. It serves to identify a job for consideration by other job analysis. It tells us what should be done, why it should be done and where it should be done.

A job description is "an organized, factual statement of duties and responsibilities of a specific job". It tells what is to be done, how it is done and why?

**Contents of Job Description:**

- ❖ Job title
- ❖ Location of the job
- ❖ Supervision given and receive
- ❖ Materials, tools, machinery
- ❖ Designation of superior/sub-ordinates
- ❖ Salary particulars
- ❖ List of duties
- ❖ Conditions of work
- ❖ Training and development facilities

JOB SPECIFICATIONS:

Job specification is a written statement of qualifications, traits and mental characterstics that all individual must possess to perform the job duties and discharge responsibilities effectively.

A job specification is " a statement of minimum acceptable human qualities necessary to perform a job properly. In contrast to the job description it is a standard of personnel and designates the qualities required for acceptable performance.

Departmental human resource management plans are used to link together the overall policies of the Civil Service Branch, the mission, objectives and values of the department, and any specific Human Resource Management activities being undertaken at line management level. The plans thereby provide clear policies and guidelines for staff and

managers.

Plans should provide answers to three fundamental questions:

- What staff will be need, and how are we going to acquire and retain the number and quality of people required to meet the forecast needs of the department?

- How are we going to ensure that we have a well motivated workforce?

- What actions will be needed to train, develop and fit people for greater responsibility and responsiveness to change and the resulting demands for different skills and abilities?

In answering these questions, the Human Resource Management plan must refer to and support departmental plans. This ensures the relevance and credibility of Human Resource Management.

Thus the Human Resource Management plan should relate to the department's organization structure, mission, values and program objectives for the planning period.

Before a Human Resource Management plan is drawn up, it should be considered how Human Resource Management will be organized and managed in the department. Due to the importance of the subject, an officer at the directorate level should normally be assigned the responsibility for Human Resource Management in the department. An officer at this level should have the broad understanding of the department's mission, values and objectives. It needs to be considered what the relationship should be between managers and administration staff, and/or officers charged with specific human resource management responsibilities, e.g. training officers.

Once these aspects of the planning process have been established, then the key areas of Human Resource Management can be addressed and initiatives mapped out.

**Key components**

The plan needs only be as detailed as the department determines is appropriate, and may not necessarily show specific activities in all areas of Human Resource Management. However, the component areas are:

- ❖ MANPOWER PLANNING

- ❖ RECRUITMENT

- ❖ PERFORMANCE MANAGEMENT

- ❖ TRAINING AND DEVELOPMENT

- ❖ STAFF RELATIONS

- ❖ MANAGEMENT INFORMATION SYSTEMS

**MANPOWER PLANNING**

**Introduction**

Manpower planning enables a department to project its short to long term needs on the basis of its departmental plans so that it can adjust its manpower requirements to meet changing priorities. The more changing the environment the department is in, the more the department

needs manpower planning to show:

- ✓ the number of recruits required in a specified timeframe and the availability of talent

- ✓ early indications of potential recruitment or retention difficulties

- ✓ surpluses or deficiencies in certain ranks or grades

- ✓ availability of suitable qualified and experienced successors

**Key components**

Manpower planning comprises two key components:

- succession planning
- turnover

**Succession Planning**

Succession planning assesses the likely turnover in key posts, identifies suitable candidates to fill these posts in future, and ensures that they have the right training and exposure for their future work. Given the effort and support

required for undertaking succession planning, it is normally confined to the directorate and those ranks immediately below, plus any grades with high turnover or anticipated expansion.

Succession planning is a very important exercise because it minimizes the impact of turnover in these key ranks and gives a branch or department early warning of any skill shortages or likely difficulties in finding suitable candidates. Ideally a succession plan should cover 3 to 5 years. The succession plan should identify

- ➢ key posts and possible successors

- ➢ causes of turnover

- ➢ competencies of successors and the training required for them

- ➢ posts for which no apparent successor exists and the remedial action planned

The information derived from the succession plan should feed into the training and development of the individuals concerned by ensuring that they attend the necessary training and are posted to jobs that will provide them with the experience for their intended role.

**Turnover**

Turnover refers to retirement, resignation and redundancy. While a department cannot plan turnover because there are factors, such as resignation, which are beyond its control, it can monitor turnover carefully to ensure the department will have minimal difficulties in retaining staff. If such difficulties are envisaged or experienced, the department will find out the causes for them and take early steps to address them by improving, for example, motivation or training and development opportunities.

When addressing the aspects of succession and turnover, the department also needs to consider other manpower planning factors:

- · External factors

- · Internal factors

**External Factors:**

A number of factors may affect whether talent is available in the market to fill posts in a department. These include the availability of the required personnel with the necessary

qualifications, skills and experience at a specified time, the relative job opportunities in the private sector and the general outlook of the economy.

**Internal Factors:**

Departmental Plan: A department assesses the number of staff it requires at different levels, at specified timeframes, in the light of its present and planned future work commitments. This may lead to an increase or decrease of the current manpower.

## RECRUITMENT
### Introduction

Before a department takes steps to employ staff, it should work out the type of staff it needs in terms of grade and rank, and the time scale in which the staff are required.

The general principles underpinning recruitment within the civil service are that recruitment should:

- use procedures which are clearly understood by candidates and which are open to public scrutiny;

- be fair, giving candidates who meet the stipulated minimum requirements equal opportunity for selection; and

- select candidates on the basis of merit and ability.

Recruitment of overseas officers is undertaken only when no or insufficient local candidates are available.

### Key components

There are three key components to the recruitment process:
- ❖ deciding on terms of appointment

- ❖ selection of candidates

- ❖ probation

### Deciding on Terms of Appointment

**Terms of Appointment :**Having decided on the grade and rank of the staff required,and the timing concerned, the department should consider what the most appropriate terms of appointment would be. This should take into account the nature of the duties to be performed and the overall manpower deployment of the department. The different terms of appointment that can be offered are -

1. permanent and personable terms;

2. agreement terms;

3. temporary terms (month-to-month or day-to-day);

4. part-time;

5. non-civil service appointment; and

6. consultancy

**Guides to Appointment :** Entry requirements of staff in each rank and grade are agreed between the Head of Grade/Department concerned and the Civil Service Branch, taking into account the advice of the Standing Commission on Civil Service Salaries and Conditions of Service or other relevant advisory bodies. These requirements are periodically reviewed and laid down in Guides to Appointments.


**Selection of Candidates**

**Advertising :** Vacancies in the civil service are normally advertised in newspapers and through circulars.

**Screening and Selection :** Departments screen applications to see if the applicants meet the specified qualifications and other requirements of the post. Suitable candidates are then shortlisted for subsequent examination and/or interviews. Not all grades/departments would require candidates to undergo examination, but candidates would normally be required to be interviewed by a recruitment board or an officer from the recruitment team.

**Roles and Responsibilities :** The Civil Service Branch recruits staff of some General Grades while Heads of Grades/Departments recruit staff of their own grade/department. For recruitment to middle and senior ranks, the advice of the Public Service Commission has to be sought before appointment is offered.

**Flexibility :** To minimize recruitment difficulties as well as attract and retain the bestpeople, there are flexibilities which include recruitment overseas, offer of agreement terms, lowering entry qualifications and granting incremental credit for experience.

**Probation**

During probation staff are introduced to the mission, objectives and values of the civil service and their departments. Probation is a serious process which provides regular feedback on performance and assesses suitability for employment in the civil service. It includes:

> ➢ **on-the-job training :** staff should be exposed to the different duties required for their rank. In this way they can learn the skills expected of them and managers can verify their long-term suitability;

> ➢ **supervision and guidance :** staff should receive close and sympathetic supervision and guidance to enable problems and difficulties to be identified early and timely counseling or other action to be taken.

Newly joined staff must be told the length of their probationary period, which varies with the requirements of each grade. If there are indications that staff are not suitable for confirmation, they must be counseled and then warned in writing if the problem persists. Confirmation is the step whereby a member of staff on probation is found suitable for the job and employed on permanent and personable terms.

**PERFORMANCE MANAGEMENT**

**Introduction**

Performance management is a very important Human Resource Management function. Its objective is to improve overall productivity and effectiveness by maximizing individual performance and potential. Performance management is concerned with

❖ improving individual and collective performance;

❖ communicating management's expectations to supervisors and staff;

❖ improving communication between senior management, supervisors and staff;

❖ assisting staff to enhance their career prospects through recognizing and rewarding effective performance;

❖ identifying and resolving cases of underperformance; and

❖ providing important links to other Human Resource Management functions, such as training.

**Key Components**

Performance management therefore consists of several key components -

➢ motivation

➢ performance appraisal

➢ promotion

➢ guidance and supervision

➢ addressing poor performance

MOTIVATION

Motivation is in many ways the key to the success of Human Resource Management development. Managers should aim to increase performance through self-motivation, rather than having to use external motivation (i.e. the imposition of rules and continual improvements to conditions of service) to bring about higher standards of performance.

The civil service has many formal program to enhance motivation, and these are discussed in the "staff relations" section of this booklet. However, even more important is the motivational impact that supervisors have on their staff.

**Principle :** The basic principle underpinning motivation is that if staff are managed effectively, they will seek to give of their best voluntarily without the need for control through rules and sanctions - they will eventually be self-managing.

**Procedures :** Some of the most effective ways for managers to motivate staff include giving praise; recognition; and positive feedback; passing on feedback from more senior managers; and letting other staff know which staff have been responsible for praiseworthy work and/or effort. Too often staff experience 'management by mistake', where most of the feedback received is corrective or punitive for mistakes they are perceived to have made.

If staff feel that their decisions are generally supported, and when genuine mistakes are made they will be guided in the right direction, they will be more positive, confident and prepared to take on responsibility and decision-making.

When staff are shown clear expectations, valued, trusted, encouraged and motivated, then they will be more likely to give of their best.

**Performance Appraisal**

Performance appraisal assesses an individual's performance against previously agreed work objectives. It serves two functions. First, it enables management to evaluate an individual's performance in the current job to identify strengths and overcome weaknesses. Second, it provides information to assist management plan postings, transfers and promotions. In so doing, management is able to compare performance and potential between officers of the same rank.

**Principles :**The basic principles governing performance appraisal are -

➢ Heads of Department/Heads of Grade have the flexibility to design their own appraisal system within the framework of these principles;

➢ performance appraisal should be regarded as a multi-purpose management tool. Outcomes from staff appraisal should guide other Human Resource Management functions;

➢ it is a joint responsibility of the individual and the supervisor;

➢ it is a continuous and ongoing process;

➢ it should relate individual performance to departmental objectives;

➢ checks and balances should be built into the system to ensure fairness and objectivity; and

➢ outstanding performance at one rank does not necessarily indicate suitability for promotion to a higher rank.

**Procedure :**Except for officers on probation, performance appraisal is normally carriedout once a year. Different grades/departments may have their own performance appraisal form which enshrines the principles set out in the preceding paragraph.

At the beginning of the reporting cycle, the appraisee should agree with the appraising officer on the main objectives or responsibilities over the reporting period. The list of objectives or responsibilities should be reviewed between the appraisee and the appraising officer during the reporting cycle to see if changes are necessary. At the end of the reporting cycle, the appraising officer will write his assessment. He will pass his assessment to the countersigning officer for the latter's views.

To provide feedback to the appraisee, the appraising officer and the countersigning officer decide between them who should interview the appraisee to discuss with him/her the performance during the reporting period. The interviewing officer should show the entire report to the appraisee before the interview. A summary of the discussion at the interview and the points made by the appraisee should be recorded in the appraisal form. After the interview, the appraisal form is passed to the grade manager for his assessment.

**Promotion:**
Promotion denotes that an individual has the competencies, i.e. the skills, abilities, knowledge and attitudes, required to perform effectively at the next higher rank. The competencies reflect the knowledge and skills exhibited in observable behavior in the relevant areas of work. Promotion provides motivation to perform well and is an important part of performance management.

**Principles :**The principle of merit, or the best person for the job is key to promotion. Ability, potential and experience are taken into account in the assessment. The process of assessment should be fair and transparent. It is kept separate from the day to day management of performance and from the annual performance appraisal. The former should be a continuous process, while the latter can be used to assist in determining suitability for promotion.

**Promotion Procedures :**Heads of Department/Heads of Grade have flexibility to invite certain officers to apply for promotion, or allow officers to opt out of promotion.
➢ As a general rule promotion boards are convened to increase transparency and impartiality;

and

> provide an opportunity to consider eligible officers' potential and organizational succession planning.

Where necessary and appropriate, promotion interviews are held to assist in assessment to supplement information provided in staff reports. This will apply to situations where staff reports are insufficient and questionable in terms of fairness or consistency. The promotion boards should be aware of potential unfairness if some staff are interviewed and others are not.

It is good management practice to provide promotion feedback to the staff who were considered but were not selected after a promotion exercise, to enhance communication. Departments respond to enquiries from staff arising from promotion exercises. They are encouraged to take a proactive approach in giving promotion feedback to staff after the relevant exercise has taken place.

**Guidance and Supervision:**

Day-to-day guidance and supervision is necessary to provide direction and feedback to staff. It reinforces the annual performance appraisal, helps groom officers for promotion, and assists staff who are not performing well.

**Principles :**Guidance and supervision reinforces behavior that contributes to good performance and discourages behavior that blocks progress. Feedback should be -

> frequent - staff should not have to wait until formal performance review or appraisal for feedback;

> balanced - it should focus on good and bad performance;

> immediate - immediate feedback has much more impact than feedback given several weeks or months later;

> specific - staff should be in no doubt what actions feedback covers; and

> constructive - feedback should focus on overcoming difficulties or reinforcing successful behavior.

**Procedure :**Guidance and supervision is offered on a day-to-day basis as needed.

**Addressing Poor Performance**

Poor performers need to be appropriately handled to ensure they will not persist in their adverse performance, and will give of their best to the civil service. Management must take action to tackle such performers, otherwise there may be an adverse effect on the morale of staff who are performing satisfactorily.

**Principle :**When staff are not performing at the level appropriate for their rank and experience, they should be told so, and be helped to overcome the poor performance through close supervision and counseling. When it is clear that these are to no avail,

retirement in the public interest would need to be resorted to. The whole procedure needs to be handled in a sensitive, objective and fair manner.

**Procedure :** Each instance needs to be handled in the light of circumstances. The normal sequence of action is as follows –

- counseling - staff should be told the areas where they need to improve and how this should be achieved; and

- appraisal - if staff do not respond to counseling their poor performance will be indicated in their annual appraisal.

    If no improvement is shown after counseling and appraisal, there is a formal process of dealing with non-performance involving written warning, stoppage of increment and retirement in the public interest.

## TRAINING AND DEVELOPMENT

**Introduction:**

The objective of training and development is to enable civil servants to acquire the knowledge, skills, abilities and attitudes necessary to enable them to improve their performance.

Staff training and development should focus on the department's objectives and goals and staff's competencies in achieving them. A strategic approach has the following characteristics :

- ❖ commitment to training and developing people;

- ❖ regular analysis of operational requirements and staff competencies;

- ❖ linking training and development to departmental goals and objectives;

- ❖ skilled training personnel;

- ❖ regular evaluation;

- ❖ a continuous learning culture;

- ❖ joint responsibility between managers and staff for identifying and meeting training needs; and

- ❖ a variety of training and development methods for different circumstances and learning styles.

**Key components:**

Training and Development consists of two main aspects :

- training

- development

**Training:**
Departments manage their own training function and have varying levels of responsibility to do this effectively :

- Management formulates departmental training policies and draws up training and development plans to support departmental missions, objectives and values.

- Managers identify competencies and training needs, implement training activities and provide coaching and supervision to ensure staff development occurs.

- Staff take responsibility to make the most of the opportunities provided to maximize their potential.

- Various types of training are provided in the civil service –

- **Induction :**to familiarize new recruits with job requirements and procedures, departmental objectives and performance standards; and the values and norms of the department.
- **Management development :** to equip managers with the knowledge and skills required and to widen their perspective.

- **Vocational :**to provide staff with the professional or technical knowledge and skills required for work.

- **Language and communication :** to meet operational needs (e.g. Thai, Vietnamese)and to prepare for the future (Putonghua and written Chinese).
- **Computer :**to provide staff with basic computers skills.

**Development:**
The purpose of career development is to identify and develop the potential within staff, to build existing skill levels, and to prepare staff to take on greater responsibility during their career.
Career development has to balance the needs and aspirations of the individual with the needs of the service - where these conflict, the needs of the service should prevail.

**Posting:**

Postings for staff should take account of the previous experience of the individual and his future needs and potential. Staff can either be developed to have

a broad experience across a number of areas or they can focus on a particular area and develop in-depth experience. Determining the most appropriate way to develop staff is a balance between the needs of the organization and the aspirations of the individual. Future posting aspirations should be discussed with staff on the understanding that in the final analysis the needs of the civil service are paramount.

**Acting Appointment**

There are three kinds of acting appointments :

> Acting "with a view" - whereby staff are posted to the acting rank to assess their suitability for substantive promotion

> Acting "with a singling out effect" - whereby staff who do not merit immediate promotion or an acting appointment with a view to substantive promotion but who are nevertheless assessed to have better potential than other officers to undertake the more demanding duties in the higher rank, are placed in the higher rank to assess their suitability for substantive promotion.

> Acting for administrative convenience - whereby staff are placed in a higher rank to cover the absence of the normal post holder, e.g. through sickness, long holiday or maternity leave. Staff acting for administrative convenience revert to their substantive rank on the return of the substantive post holder.

Apart from acting for administrative convenience which is more ad hoc, the other two types of acting provide opportunities for staff to be exposed to more onerous duties and responsibilities, thereby testing their ability.

**Secondment**

      Secondment from departments for attachments in policy branches in the Government Secretariat are good ways to expose staff to a different working environment which places greater emphasis on policy formulation and resource control. Apart from secretariat attachments, secondments and exchange schemes with overseas and private sector counterparts can be arranged to broaden staff's exposure.

**STAFF RELATIONS**

**Introduction**

      The purpose of staff relations is to ensure effective communication between management and staff, to secure maximum cooperation from staff, and to motivate staff to give their best by ensuring that they feel fairly treated, understand the overall direction and values of the Civil Service and those of their departments, and how decisions that affect them have been reached.

The principles that govern staff relations are that, where possible:

❖ management should communicate regularly and openly with staff;

❖ staff should be consulted on matters that affect them;

❖ problems and disputes should be resolved through discussion and consultation;

- ❖ the Government should uphold the resolutions of the International Labor Organization conventions; and

- ❖ management should devise and encourage activities that contribute to staff's wellbeing.

**Key components:**

Staff relations cover :

- ➤ securing staff commitment

- ➤ dispute resolution

- ➤ addressing grievances

- ➤ welfare

**Securing staff commitment**

The public judges service by personal experience. This is largely determined by the staff who handle individual cases - often front-line staff. Staff commitment is thus crucial to providing the quality of service that the public expects.

Front-line staff have difficult jobs to do and should be fully trained to answer questions, to know the rules they must administer, and to be taught how to deal with unusual cases as well as the inevitable difficult customer. In short they need to know how to be positive, helpful and courteous - everyday.

Managers are responsible for ensuring that program are in place for this purpose. They must also lead by example, so that the principles of good service cascade through all levels of the department.

**Consultation:**

At the central level, there are four staff consultative councils : the Senior Civil Service Council, the Model Scale I Staff Consultative Council, the Police Force Council and the Disciplined Services Consultative Council. It is Government's policy that staff should be consulted on all significant changes to terms and conditions of service.

At the departmental level, Departmental Consultative Committees provide a consultative channel between management and staff representatives, mainly on departmental matters.

Managers should listen to their staff, and encourage them to air their views or make suggestions. In addition to formal channels, this can be achieved through opinion surveys, suggestion schemes, working groups, and other informal discussions.

**Communication:**

Communication is a two-way process, for releasing staff's ideas, energy and ambitions. Through communication, management helps staff understand the mission, objectives and values of the department, and staff can let management know their ideas and aspirations for giving their best. To achieve effective communication, managers normally consider the following -

- ❖ The message they intend to send

- ❖ Who they need to communicate with

- ❖ The most effective form of communicating this particular message

- ❖ How the audience would be likely to receive the message.

Formal communication channels briefings, newsletters and circulars. Activities, and day-to-day contact.

### Recognition:

Recognition of individual or group achievements and efforts will help promote the right attitude to work, and bring out the best in staff.
 Apart from pay increase, promotion and job extension, recognition is a good way to motivate staff. The following formal schemes help to motivate staff -
- ➢ Commendation/Appreciation Letters

- ➢ Long Service Travel Awards

- ➢ Long and Meritorious Service Award

- ➢ Retirement Souvenirs

- ➢ Honors and Awards

- ➢ Staff Suggestions Scheme

- ➢ Staff Motivation Scheme

### MARKETING MANAGEMENT:

**Definition:-**Marketing is an essential function of a modern organization whether it deals in products or services.
According to Philip Kotler:- Marketing as a societal process by which individuals and groups obtain what they need and want through creating, offering, and freely exchanging products and services of value with others.

**Marketing Mix:-**
Marketing is the mixture of four p's
1. Product
2. Promotion
3. Place
4. price

### Stages in Product Life Cycle:-

- ➢ Introduction
- ➢ Early growth
- ➢ Rapid growth
- ➢ Maturity

➢ Saturation
➢ Decline

**Channels of distribution:-**
Channels of distribution refer to the wages and means of reaching the customer through the intermediaries such as wholesalers, retailers and other agencies.
Types of Channels of distribution:
1. Manufacturer ------ consumer

2. Manufacturer ---wholesaler---- consumer

3. Manufacturer--- retailer ----consumer

4. Manufacturer---wholesaler--- retailer --consumer

**Project Planning:**
Given:
Statement of work
written description of goals
work& time frame of project
Work Breakdown Structure
Be able to: develop precedence relationship diagram which shows sequential relationship of project activities

**Gantt Chart:**

➢ Popular tool for project scheduling
➢ Graph with bar representing time for each task
➢ Provides visual display of project schedule
➢ Also shows slack for activities
➢ (amount of time activity can be delayed without delaying project)

**CPM/PERT:**

Critical Path Method (CPM)
➢ - DuPont & Remington-Rand (1956)
➢ - deterministic task times
➢ - activity-on-node network construction (AON)
➢ Project Evaluation & Review Technique (PERT)
➢ - U.S. Navy, Booz, Allen & Hamilton
➢ - multiple task time estimates( probabilistic)
➢ - activity-on-arrow network construction (AOA)

**Network Construction:**

➢ In AON, nodes represent activities & arrows show precedence relationships
➢ In AOA, arrows represent activities & nodes are events for points in time
➢ An event is the completion or beginning of an activity
➢ A dummy shows precedence for two activities with same start & end nodes

# UNIT-IV
## FUNDAMENTALS OF PSYCHOLOGY

**Definition**

An Introduction focuses on issues that cut through the artificial boundaries commonly held in the study of behavior, He discusses fixed patterns of behavior and the developmental processes that include emotional behavior, self-control, language use, perceptual, and cognitive development

**Goals:**

So as you have learned, the four primary goals of psychology are to describe, explain, predict, and change behavior. In many ways, these objectives are similar to the kinds of things you probably do every day as you interact with others

**Fields and Applications of Psychology:**

**Application of psychology**: In the field of education- Theories of learning, motivation and personality, etc. have been responsible for shaping and designing the educational system according to the needs and requirements of the students. The application of psychology in the field of education has helped the learners to learner, the teacher to teach, administrators to administer and educational planner to plan effectively and efficiently.

Psychological tests and methods have proved useful in solving some concrete problems. Whereas basic researchers test theories about mind and behavior, applied psychologists are motivated by a desire to solve practical human problems. Psychology helps the human in many different fields.

**Fields:**
   a. Clinical Psychology. Clinical psychology constitutes the largest psychology specialties field.
   b. Cognitive and Perceptual Psychology.
   c. Developmental Psychology.
   d. Experimental / Research Psychology.
   e. Forensic Psychology.
   f. Geriatric Psychology.
   g. Industrial / Organizational Psychology.
   h. Neuropsychology.

**Development of Psychology:**

Mainly focusing on the development of the human mind through the life span, developmental psychology seeks to understand how people come to perceive, understand, and act within the world and how these processes change as they age.

**Middle of 19th Century in Psychology:**

Psychology in the Nineteenth Century

Psychology became a science in the nineteenth century. The roots of this new science were many. Philosophers provided psychology's conceptual framework: physiologists provided knowledge of the nervous system and experimental methods; and social reformers and psychiatrists provided motives for using science to improve the human condition. This article will describe the movements, ideas, and discoveries leading to and shaping scientific psychology, concentrating on developments in the United States, the home of twentieth century psychology.

### Central Controversies

What does psychology study?
The Cartesian paradigm gave one answer: Psychology is the study of consciousness, and the first psychologists defined psychology as the science of consciousness. They claimed a fixed subject matter, consciousness, and a unique method, introspection, for examining it. However, no science of human nature could completely avoid studying what people do. In Germany, Immanuel Kant proposed a science of behavior called anthropology, and in Britain, John Stuart Mill proposed a similar science called ethology. As the human sciences sorted themselves out in the nineteenth and twentieth centuries, psychology gradually extended its scope to include everything about human beings as individuals, adding the studies of individual behavior and individual differences to the study of consciousness. The other human sciences came to focus on human society (sociology), culture (anthropology), and history. Read more about

### Mind or Matter?

In severing the mind from the world, Rene Descartes severed the mind from its body. As a consequence, the role and even existence of mind became problematical. How are mind and body related? Do minds exist? Are there other minds? Read more about Mind or Matter?

### Innovations

1. Innovations of the nineteenth century transformed philosophical psychology into scientific psychology.
2. From ancient times thinkers had proposed speculative theories of how mental processes were linked to the brain and nervous system. However, not until the nineteenth century did physiology, including neurophysiology, makes real progress. By the time scientific psychology began, a general, if limited, picture of neural and brain processes had emerged from two parallel tracks of research. Read more about Innovations.

**Methods**

Following the scientific revolution, being a natural scientist meant quantitatively measuring one's subject matter, and ideally, performing experiments. In the nineteenth century, experimental and psychometric methods came into existence. Read more about Methods.

**Institutions**

Social institutions important for the new scientific psychology changed or were created in the nineteenth century. Because psychology began as an academic discipline, it was shaped by institutions of higher education that varied significantly from country to country. Germany led the world in scientific research and postgraduate education. Before Bismarck created the second German Empire in 1871, the German-speaking world was a collection of petty princedoms. Because each prince wanted his own university, Germany had more of them than any other nation. Moreover, Germany created the modern secular, government-supported, research-oriented university. Read more about Institutions.

**Founding Psychologies:**

Scientific psychology had three founding's. The first was the psychology of consciousness established by Wilhelm Wundt (1832-1920). The second was the psychology of adaptation, begun by popular writer Herbert Spencer (1820-1903), but given greatest voice by William James (1842-1910). The third was psychoanalysis, launched by Sigmund Freud (1856-1939). Read more about Founding Psychologies.

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Psychology of Consciousness

The guiding ideas of the psychology of consciousness have already been described. It defined psychology in the Cartesian way as the experimental science of consciousness as such. and experimental research on consciousness had been underway since 1860. Wundt's paramount achievement was institutional, creating at Leipzig in 1879 the first institute able to grant doctoral degrees in psychology.

The psychology of consciousness was, however, short-lived. It was cramped; Wundt's attempt to broaden it with his Volker psychology went nowhere. It was rent by schisms that seemed more characteristic of philosophy than science. Wundt's theories were challenged by the Gestalt psychologists, who rejected the idea that consciousness is composed of associated ideas, and by the related act psychology of Franz Brentano (1838-1917), which focused on mental activity rather than conscious content. Its emphasis on pure research could not resist societies' desires that psychology be useful. It ran into grave questions it seemed unable to answer. At Wiirzburg, Wundt's former student Oswald Kulpe (1862-1915), tried, against Wundt's protests, to study thinking with experimental introspection. His findings could not be replicated consistently, leading many psychologists to conclude that introspection was unscientific; they replaced the psychology of consciousness with the more useful psychology of behavior, discarding consciousness as an object of scientific study.

**Psychology of Adaptation:**

1. The psychology of adaptation began in 1855 when Spencer gave the psychology of consciousness an evolutionary twist in his Principles of Psychology (London). Before evolution, philosophers and psychologists took mind for granted, being concerned with how it works. Evolution, however, posed new questions, the most important being why we have minds (consciousness) at all. "If the doctrine of evolution is true," Spencer wrote, "the inevitable implication is that Mind can be understood only by observing how mind is evolved." Not an original thinker, Spencer espoused the standard empiricist view of consciousness as a mirror, simply adding that being able to internally represent the world was adaptive.

2. James, too, rethought philosophy and psychology in the light of evolution. He was the most influential of the pragmatists, who, inspired by evolution, rejected the traditional philosophical quest for eternal Truth. Just as species change to adapt to new environmental challenges, our beliefs change with experience. There is no fixed Truth, only currently useful—adaptive— truths. James carried pragmatism and evolution into psychology. For him, consciousness is useful not primarily because it represents the world, but because it is a "fighter for ends," giving its bearer interests and the power to choose adaptive courses of action.

3. James himself remained a psychologist of consciousness. However, after James, consciousness gradually disappeared from psychology. Functionalism slowly turned into behaviorism, concerned with action rather than thought. The psychology of adaptation has proved itself adaptive, remaining the broad orientation of the vast majority of working psychologists.

4. Psychotherapy and Psychoanalysis

5. Although people tend to think of psychologists as psychotherapists, and psychoanalysis as the premier form of psychotherapy, psychoanalysis is only one form of psychotherapy, and both arose in psychiatry.

**Background: Psychiatry and Neurology:**

1. Like psychology, psychiatry was born in the nineteenth century. Johann Christian Reil (1759-1813) coined the term in 1808, although the older term alienist remained widely used. Psychiatry entered the German university a little earlier than psychology, in 1865, through the efforts of Wilhelm Griesinger (1817-1868). In August 1887, two Dutch psychiatrists first used the word "psychotherapy.

2. Asylums for the insane gave birth to psychiatry. Asylums had been around since the Middle Ages, but only in the late 1790s did they try to cure rather than merely isolate the insane. The administrators of a few asylums began to practice "moral [mental] therapy," freeing inmates from their chains and instituting regimes of attentive care. In 1801, an influential textbook by Phillipe Pinel (1745-1826) made moral therapy the gold standard for asylum psychiatry. Problems less severe than madness were treated by neurologists. Neurologists supervised rest cures at spas and consulted with patients in private offices. By the end of the century, however, the two fields had become effectively merged under the rubric of psychiatry.

3. A great problem facing psychiatrists was seeing through bizarre symptoms to underlying illnesses. The first to succeed was Emil Kraepelin (1856-1926). a psychiatrist who became fascinated by psychology and undertook study in Wundt's laboratory. Thus trained as a scientist, he sifted through case histories looking for patterns of symptoms and outcomes. From his research came the first scientifically informed psychiatric diagnosis, dementia praecox, now known as schizophrenia.

4. Two theories about the cause of mental illness contested the field of psychiatry. One

viewed mental illnesses as physical ailments. Madness was caused by troubles in the brain; lesser syndromes such as hysteria or neurasthenia, by troubles in the nervous system. Whether attempted cures were psychological, as in moral therapy (including talking to patients), or physical (e.g., electrotherapy. passing electrical currents through the body), psychiatrists and neurologists mostly agreed that they were treating biological disorders. The rival view said the causes of mental illness lay in the patient's psychological history and life circumstances. This "Romantic psychiatry" focused on patients' religious and moral lives and was the forerunner of psychoanalysis.

**Psychoanalysis:**

1. After doing scientific research of lasting importance on the structure of neurons, Sigmund Freud (1856-1939) turned to consulting-office neurology in order to afford marriage. Although Freud, like the other founders, wanted psychology to be a science, in psychoanalysis he created something of a cult, complete with secrecy (Freud destroyed his early letters and notes), a rite of laying on of hands (training analysis), and a heroic myth of origin (Freud's self-analysis).

2. Freud was initially attracted to the idea of making psychology scientific by tying it closely to neuroscience and wrote a manuscript. "Project for a scientific psychology," which he later tried to suppress. For reasons shrouded in mystery and controversy, he abandoned his "psychology for neurologists" for what became psychoanalysis. He came to believe that his patients were not biologically ill, but suffered from deliberately forgotten (repressed) traumas experienced in early childhood.

3. At first he said the traumas were sexual seductions by older children, nurses, and tutors, but later came to conclude that the traumas were fantasies of sex with the opposite-sex parent (the Oedipus complex). Psychoanalytic therapy involved retrieving these supposed repressed fantasies, often under great pressure from Freud. Freud's search for repressed fantasies and hidden meanings connects him with the paranoid trend in modern philosophy, according to which every belief is assumed false until proven true. According to psychoanalysis, underneath consciousness is not the self or the brain but a deceptive, seething cauldron of repressed furies, the unconscious.

4. Freud did not abandon biology completely. He espoused a form of Lamarckian evolution, holding that the Oedipus complex was an individual reenactment of the murder of the first human father by his sons, an event seared into humanity's collective unconscious. He also held that his stages of psychosexual development recapitulated human evolution. Most famously, Freud traced his patient's troubles to sexuality, for him the key human motive, and indisputably biological.

5. Freud gathered disciples about him, but important ones abandoned or were expelled from psychoanalysis. Typically, dissidents rejected what they saw as Freud's excessive emphasis on sexuality. Alfred Adler (1870-1937), for example, stressed feelings of inferiority and a compensating "will to power." The most important of Freud's dissident followers was Carl Gustav Jung (1875-1961). Before studying with Freud, Jung had established himself as an internationally known psychiatrist. Freud had worried that because most of his followers were Jewish, the influence of psychoanalysis might be ghettoized, and he anointed the Gentile Jung his "crown prince." However, Jung's thinking departed markedly from Freud's, being more sympathetic to, and influenced by, religious and moral concerns. To Jung, Freud was excessively materialistic, seeing only the darker side of human nature and oblivious to spiritual yearnings. Inevitably, Freud and Jung fell out. Jung was forced from the leadership of the psychoanalytic movement, and in their last letters. Freud and Jung traded diagnoses as insults.

6. Psychoanalysis shared important tensions with experimental psychology. The most important was viewing psychoanalysis as Naturwissenschaft or Geisteswissenschaft. Freud insisted that psychoanalysis be a natural science, but his practice was more like literary interpretation than scientific investigation. For example, in what he regarded as

his masterwork. The Interpretation of Dreams (New York. 1900) Freud offered a theory of dream production rooted in his "Project." However, when interpreting dreams. Freud deployed literary methods depending on word play, allegory, and symbolism. Jung's rival analytic psychology adopted this interpretive approach to the mind, as Jung looked for universal patterns of symbolism across history and cultures. This hermeneutic (though not always Jungian) form of psychoanalysis is now the major force in psychoanalysis, literary criticism, and cultural studies.

7. The same tension arose in Freud's attempt to build his science on conversations with patients. Psychotherapists know their clients as individuals, with names, life stories, and personal problems, whereas scientific psychologists know their subjects as impersonal specimens of Homo sapiens. Freud thought he could move from particular, unique experiences to scientific generalizations about human nature everywhere and every time. For example, having fabricated an early memory of sexually desiring his mother and fearing his father, Freud concluded it was a universal experience, the Oedipus complex. Instead of concluding that some children sometimes have these feelings, Freud's dedication to scientific universality led him to formulate a universal law from a single case. Today, many therapists reject Freud's scientific prepossession, seeing therapy as constructing a narrative of the client's life that resolves the past and enables the future.

8. Psychoanalysis powerfully shaped the twentieth century and Freudian ideas became commonplace. The idea of psychiatry as a "talking cure" for psychiatric disorders helped lead to the creation of clinical psychology in the 1940s, although psychologists rarely practiced psychoanalysis, developing their own methods, such as Carl Rogers's client-centered psychotherapy. To a growing number of critics however, Freudian psychoanalysis should be regarded as a relic of nineteenth-century psychology and psychiatry.

**Psychology in Ancient India:**

The term Indian Psychology refers to the Psychologically relevant materials in ancient Indian thought. Modern Psychology at the beginning of the century emphasized sensation, perception and psychologists in India took out Indian theories of sensation and perception from the classics and created an Indian Psychology.

**Founding of Experimental Psychology:**

Experimental psychology emerged as a modern academic discipline in the 19th century when Wilhelm Wundt introduced a mathematical and experimental approach to the field. Wundt founded the first psychology laboratory in Leipzig, Germany.

A. Four German physiologists directly responsible for initial application of experimentation to mind

- Ernst Weber

- Gustav Fechner

- Wilhelm Wundt

- Hermann Eddinghaus

**Ernst Weber (1795-1878):**
His life
1. Born in Wittenberg, Germany

2. 1815: phd at University of Leipzig

3. 1817-1871: taught anatomy and psychology at Leipzig

4. Primary research interest: higher senses of vision and hearing

5. Explored new fields: skin senses and muscular sensations

6. Of special importance: the application of experimental methods of physiology to problems of psychology

Two-point thresholds

1. The threshold at which two points of stimulation can be distinguished as such

2. first systematic experimental demonstration of the concept of threshold

## Gustav Fechner (1801-1887)
His life

1. Born in southeastern Germany

2. 1817: began medical studies at University of Leipzig

3. Attended Weber's lectures on physiology

4. 1833: appointed professor

5. Several years of depression, followed by delusions of grandeur developed the idea of the pleasure principle

6. Remained at Leipzig, with at least one scholarly work each year, until his death

## B. Mind and body: A quantitative relationship

1. 1850: insight about the law governing the mind-body connection
2. A quantitative relationship between a mental sensation and material stimulus
3. Effects of stimulus intensities are relatives to the amount of sensation that already exists
4. Fechner proposed two ways to measure sensation a stimulus is present or absent, sensed or not sensed
5. Measure the stimulus intensity at which subjects reported that the sensation first occurs. The absolute threshold: the point of intensity below which no sensation is reported and above which subjects do experience a sensation
6. Differential threshold of sensitivity: The point of sensitivity at which the least amount of change in a stimulus gives rise to a change in sensation.

## Wilhelm Wundt (1832-1920):

1. Started the first laboratory and first journal in experimental psychology

2. Viewed Fechner's work as the first in experimental psychology

3. Announced his goal to establish a new discipline

4. Fechner was the originator; Wundt was the agent and promoter.

## Hermann Eddinghaus :

Hermann Ebbinghaus (January 24, 1850 – February 26, 1909) was a German psychologist who pioneered the experimental study of memory, and is known for his discovery of the

forgetting curve and the spacing effect. He was also the first person to describe the learning curve

**Contributions of William James and Galton:**

In early 20<sup>th</sup> century, America's foremost psychologist. First on everyone's list (Cattell).

As a young man, James floated directionless, rejecting chemistry, natural science, dabbling in medicine, until finally discovering psychology.

He visited Fechner, Helmholtz, Wundt& DuBois-Raymond.

He finally graduated in medicine. He was offered a job at Harvard teaching physiology & anatomy.

He contemplated suicide at age 28

In 1874, James taught his first class on physiology and psychology (making it up as he went along).

In 1882, he took a leave of absence to visit European psychologists again.

In 1890, he published Principles of Psychology which became an instant classic.

Theodore Roosevelt was a famous student of James.

After the success of his book, he withdrew from experimental research -- not worth the effort.

**Galton**:

Galton was one of the last amateur scientists, with eclectic interests:

Meteorologist, experimented with stereoscopic photos, studied fingerprints, invented an early teletype.

Anthropologist and explorer (sought source of the Nile).

Galton was impressed by how well people he met had adapted to their harsh desert environment (Kalahari).

He published "Art of Travel."

Galton was interested in measuring things:

Whenever you can, count." Fidgets per minute in kids, middle-aged and elderly. "Beauty map" of Britain.

In 1884 he established an *anthropometric laboratory* to collect data on individual differences.

Psychometrics – measurement of mental powers.

Visual & auditory reaction times, highest audible tone.

He published a method for quantifying correlation later derived mathematically by Karl Pearson (r).

He used questionnaires, associations & tests of imagery.

## Development of Psychology in India:

The Indian philosophical tradition is rich in it's focuses on Mental Processes and reflections on human consciousness, self, mind-body relations, and a variety of mental functions such as - Cognition, Perception, Illusion, Attention etc. Philosophical roots in the Indian tradition have not influenced by the development of modern Psychology in India. The development of the discipline in India continues to be dominated by western psychology, some attempts have been made to find points of departure both within the country and abroad. These attempts have tried to establish the truth value of assertions in Indian philosophical traditions through scientific studies.

The modern era of the Indian psychology began in the Department of Philosophy at Calcutta University where the first syllabus of experimental psychology was introduced. The first Psychology laboratory was established in 1915. Calcutta University started in the first Department of Psychology in the year 1916 and another department of Applied Psychology in 1938.

# UNIT-V
# APPLICATIONS AND FIELDS OF PSYCHOLOGY

## Applications of Psychology:

In the field of education- Theories of learning, motivation and personality, etc. have been responsible for shaping and designing the educational system according to the needs and requirements of the students. The application of psychology in the field of education has helped the learners to learner, the teacher to teach, administrators to administer and educational planner to plan effectively and efficiently.

## Disadvantages Groups:

Groups of persons that experience a higher risk of poverty, social exclusion, discrimination and violence than the general population, including, but not limited to, ethnic minorities, migrants, people with disabilities, isolated elderly people and children.

## Problems of Social Integrations:

Integration is a difficult process. It is faced with various difficulties. Firstly, the complexity of society makes it difficult to co-ordinate all the structural parts and to socialize all the humans. As we know society is a complex of different structural forms and elaborates division of labor.

To bring about a harmony and unity among the complex institutional patterns is a formidable task. The problem of integration in a simple and small society is not so complicated as in a complex and large society as ours. So the first difficulty is presented by the complex and large size of modern society.

Social integration is focused on the need to move toward a safe, stable and just society by mending conditions of social disintegration, social exclusion, social fragmentation, exclusion and polarization, and by expanding and strengthening conditions of social integration towards peaceful social relations.

## Information Technology:

Information technology is the study, design, development, implementation, support or management of computer-based information systems particularly software applications and computer hardware. IT workers help ensure that computers work well for people.

## Mass Media:

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet.

## Economic Development:

Economic development is the growth of the standard of living of a nations people from a low-income (poor)economy to a high-income (rich) economy. When the local quality of life is improved, there is more economic development. When social scientists study economic development, they look at a lot of things.

Economic development is the process by which the economic well-being and quality of life of a nation, region or local community are improved. The term has been used frequently in the 20th and 21st centuries, but the concept has existed in the West for centuries.

**Fields of Psychology:**

The field of psychology is a diverse and varied subject made up of many different areas of study and practice. In the United States, there are fourteen recognized specialties in professional psychology. There are six additional proficiencies acknowledged by the American Psychological Association (APA).

1. Clinical Psychology. Clinical psychology constitutes the largest psychology specialties field.
2. Cognitive and Perceptual Psychology.
3. Developmental Psychology.
4. Experimental / Research Psychology.
5. Forensic Psychology.
6. Geriatric Psychology.
7. Industrial / Organizational Psychology.
8. Neuropsychology.

**Social Psychology:**
Social psychology Social psychology is the study of the nature and causes of human social behavior, with an emphasis on how people think towards each other and how they relate to each other.
All problems in psychology cannot be studied by the experimental and other methods some problem like study of opinions, attitudes, health care needs, etc. can be studied by mean of survey method. This is commonly employed in social psychology.

**Educational Psychology:**
Educational psychologists work within local authorities, in partnership with families and other professionals, to help children and young people achieve their full potential They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning

Educational psychology is the branch of psychology concerned with the scientific study of human learning. ... The field of educational psychology involves the study of memory, conceptual processes, and individual differences (via cognitive psychology) in conceptualizing new strategies for learning processes in humans.
Degree: Doctor of Philosophy
Experimental Psychology:
It is considered as the most scientific and objective method of studying behavior. The word experiment comes from a Latin word meaning 'to try', 'put to test'. The use of this method has raised psychology to the status of an experimental science like physics, chemistry, and physiology. Essential features of experimental method-: 1. Require two persons, the experimenter and the subject or the person, whose behavior is observed. 2. Experimentation should be done on living organisms. 3. All experiments are conducted under controlled conditions. Steps In Experiments. Stating the problem B. Formulation of hypothesis C. To find out independent and dependent variable D. Arranging the environment E. Analysis of the result F. Testing of the hypothesis
**Merits-** • scientific method • Finds out cause and effect relationship • Maximum control of phenomena • Repetition is possible
**Demerits-** • All problem of psychology cannot be studied by this method, as we cannot

perform experiments for all the problems. • It is costly and time consuming method. • It is fails to study behavior in naturalistic condition.

## Clinical Psychology:

Clinical psychology Clinical psychology is the application of psychological science and research to the understanding, treatment, and assessment of health problems, particularly emotional, behavioral and mental health problems. It has traditionally been associated with psychological treatment and psychotherapy.

## Personality Psychology:

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding individual differences in particular personality characteristics, such as sociability or irritability.

Personality psychology Personality psychology studies enduring psychological patterns of behavior, thought and emotion, commonly called an individual's personality. Headroom.