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EDUCATIONAL ACTIVITIES

by

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**INDIAN INSTITUTE OF MANAGEMENT
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EDUCATIONAL ACTIVITIES

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Increasingly the public is stressing the social responsibility of Business Organization. Such responsibility is much greater in developing countries. The emerging obligation of business has been stressed in relation to four areas of "business-society conflict" : the environment, minorities, consumers, and institutions of the society such as the church and the universities (Sethi, 1974). It is realised that the obligation is not a one-way affair, the business organizations doing something for the society or for other organizations. The relationship in social obligation is that of mutuality, and complex linkages characterize such a relationship among various institutions existing in the society. However, business organizations often have views of their social responsibilities that oppose those of the societies in which they are located. This is particularly true for multinational organizations.

One of the concerns in organizations, as in the environment in which they exist, is to adopt some methods of systematically influencing various individuals and various groups of people. An organization, or a unit of the organization if the organization is too large, develops its own culture, and influences people who come to work with it. The organization deliberately or unintentionally influences several sectors of the society in which it is

located. The act of planned influence in the development of new knowledge, skills, attitudes, values and culture by an organization can be termed as its educational activities. From the point of view of the organization, the educational activities could be designed either for influencing the people who work within the organization, or influencing the society and other organizations with which it interacts in the environment. As already said, this cannot be a one way affair. In turn, the organization is also influenced by these institutions and environmental forces. Certain types of organizations, however, are less influenced by external sources than others and vice versa. The organization learns from such an inter-action and undergoes some change. This adaptive role of the organization has been discussed in various chapters in the first part of the Handbook. This chapter discusses the role of the organization in the influencing its own people and outside agencies.

ORGANIZATION AND ITS ENVIRONMENT

Figure 1 depicts the complex and dynamic relationship operating through the linkages between the organization and other agencies and amongst the agencies also. The organization is interacting with four main agencies as far as educational activities are concerned. It interacts with the community in which it is located, with its customers and clients, with the resource groups which are directly influential by either facilitating or restricting its activities, for example the Government, and finally

with the educational systems existing in the community like universities, colleges, and schools. The interactional patterns would be different with different agencies. For example, organizational linkages and influence attempts directed toward government are of a much different nature than the other three types of agencies because of the former's control and regulatory capacities.

Figure 1 about here

Organization and the Community

An organization has a great role to play in educating the people of the community in which it is located. Whether the organization does it intentionally ^{or unintentionally,} such an influence continues to operate. However, the influence can be weak and may not be seen as an important contribution if it is not properly planned. People working in an organization, who are members of the community, spend a considerable portion of their waking life in the organization. They get socialized in the culture of the organization. One important source for learning attitudes, new values, and norms and, is the organization. The organization seems to influence the community in the following four ways:

The organization influences the values, norms, attitudes and work habits of people working with it. Attainment of organizational goals requires a discipline and certain methods of working. In pre-industrial

societies, for example, a formal work organization developed new values and **work habits** in relation to its technological requirements. Nash(1967) has discussed the implications of industrialization and has suggested the following behavioral and cultural characteristics: differentiation from other subsystems, increase in occupational diversity and bureaucratization, increase in labor mobility, erosion of corporate kin groups, intergenerational tensions, decrease in ascribed status, stratified class hierarchy, procedural system, voluntarism, separation of religion and other spheres of life, fundamentalist movements, and mass culture. Paræek(1976) has suggested the following dimensions requiring educational interventions on the part of the organization: time differentiation, role differentiation, temporary system membership, boundary differentiation, role hierarchy, reward system, and use of tools.

When the culture in an organization conflicts with the culture prevailing in the community in which the organization is located, the role of the organization becomes crucial. On some dimensions, the organization may be able to adapt itself to the local culture. But on several other dimensions, the organization may have to take an activist role in influencing the community culture and in creating new norms and work habits.

The various interventions used by an organization in influencing the culture may be those of designing of the organizational structure, systems and mechanisms, as well as of planned educational activities. It is a great pity that in many cases, an industrial organization existing in a community may have no significant effect at all on the community in which it is located. Vidyarthi (1970) has reported that a large number of heavy

industries set up in the mineral belt of south Bihar in India, the part mainly inhabited by several groups of tribal people, did not result in any change in the community. Many of these industries were located in tribal villages by uprooting the tribal village people. The participation of people in the industrial culture was limited only to the uprooted village in the few surrounding villages. The villages beyond this narrow periphery remained totally isolated from industrial activity.

An organization may have modeling effect on the community. The organization sets examples before the community in work discipline, ways of working, norms, etc. People visiting the organization and interacting with it can learn a great deal from such an association. Most of the social service organizations try to influence the community thro their own examples and thro the norms they develop. However, in most, cases, the modeling effect is not so successful. In spite of the organization having its own norms and values, it is not able to influence the community. One striking example is the institution set up by Mahatma Gandhi in Wardha, a village in the central part of India. The culture of the institution was different from the prevailing culture in the surrounding areas. People from allover the country and from outside the country went to Wardha to meet Gandhi when he was alive and lived there. However, in spite of a different culture having developed in the institution, the surrounding

areas remained unaffected, this in spite of the fact that people from all around visited the institution and greatly appreciated it. But it remained like a piece of exhibition. This indicates that without enough systematic planned effort, the modeling effect may not work well.

An organization is able to influence the community by increasing awareness of the community about certain problems. With several new things being done in the organization, the community may become aware of these things and this may start a process of change. This often happens when the members of the community are exposed to new things and become aware of new possibilities.

An organization may be able to influence the community by creating new institutions and new organizations. This may, for example, happen if the organization takes the responsibility of encouraging and creating ancillary industries, cooperatives to deal with the problems of collecting raw material and marketing some products, technical schools to train young people in the skills required by the organization and so on.

Organization and its Customers and Clients

An organization has the responsibility towards customers and clients. Many organizations educate the customers in the use of new products. The whole tea industry in India and Sri Lanka started thro education of the potential clients by showing them how tea was made. This resulted in a basic change in peoples' habits; they took to tea drinking on a regular basis. This is true of many organizations which market a new product which will require change in food habits, values, and attitudes.

Organization and the Resource Institutions

The organization is controlled by several agencies like the government, local municipality, etc. The organization has both an obligation for and possibility of influencing such institutions also. An organization may take definite planned steps to educate these resource agencies by posing problems to enable them to think about their policies and practices. For example, the banks can pose problems to the government in relation to the fiscal policies and can influence these policies to a great extent. Similarly, the coal mining organizations can influence the government policy for enough attention to the development and preservation of coal resources. This is happening in countries like India where the public sector organizations have the responsibility of playing such a role.

Organizations and Educational Systems

The interaction between educational -- like colleges, universities, technical institutions -- and non-educational organizations is important. Non educational organizations -- like industry not only getting their employees from educational organizations, but they may be able to influence the educational organizations in several ways. By and large, educational organizations are more conservative in nature and follow systems and cultures which are not as functional to the achievement of goals as it is in the case of industrial organizations. On the other hand, since the educational organizations -- colleges and universities get the youth who are shaping the culture of tomorrow, the non-educational organizations have a great deal to learn from time.

PLANNED INTERVENTIONS OF EDUCATIONAL ACTIVITIES

To make the influence effective, educational activities should not be left to chance only and to unintentional benefits from the interaction between the organizations and the various other agencies. More direct responsibility for planned interventions are necessary.

The various interventions can be grouped into two broad categories : process interventions and structural interventions. Process interventions pay attention to the development and utilization of basic processes. Process interventions help to demonstrate and dramatise the dynamics to increase awareness. When people experience the dynamics in a laboratory situation, they may be motivated to change their behavior. Secondly, process interventions help to increase the awareness of people about the various processes involved in the situation. As Pareek(1977) has discussed in relation to collaboration is a complex phenomenon, and many conditions promote collaboration. Process intervention help people become aware of and recognize such conditions, so that they may be able to take action. Thirdly, process interventions help people look at themselves and help in what can be called self confrontation. As Pareek (1977) has discussed when an individual is able to analyse his own motivation and realize that he has a tendency either to use collaboration in a minimum way, or when he uses collaboration it is a dysfunctional type of collaboration, he may be greatly disturbed, and such disturbance may lead to change, and development of real collaborative motivation. And lastly, process interventions help individuals to provide opportunities to experiment with behavior, and explore what new methods they can adopt. Such experiencing and experimenting

is the basic approach to change of behavior. Process interventions help in providing such opportunities. Training and Organization's Development are the main process interventions.

Like process interventions structural interventions are equally important. While the main role of process intervention is to create motivation and work on the dynamics, the main role of structural interventions is to consolidate such change, make it a part of the organizational life. Structural interventions serve several functions. In the first place, structural interventions provide opportunities for the new values and behavior. For example, when their motivation for collaboration is high, structural interventions provide them opportunities to collaborate which is likely to sustain that motivation before it dies out. Secondly, structural interventions reinforce the new values in the system. For example, if collaboration is encouraged and rewarded, there will be a greater tendency for people to collaborate. Structural interventions build higher pay off for the new behavior in various forms, continuously reinforcing the efforts. In the third place, these interventions legitimise new values and behavior, and do not leave it to informal arrangements. For example, by formalizing systems in a way in which people collaborate, the value of collaboration is consciously recognised and communicated by the organization, and the process of legitimization helps in making it a regular part of the organizational life. In the last place, structural interventions help to establish new norms. Norms are important determinants of behavior; when such norms exist the behavior is likely to be influenced to a great deal. Pareek (1977)

has discussed 27 interventions process and structural interventions for collaboration. Some educational interventions are mentioned below.

Sponsoring Educational Institutions

Industrial organizations can sponsor and run institutions of various kinds. Several organizations have a research sub system with the responsibility to advance knowledge in that field by doing research on important dimensions and making the results available to their member organization. For example, in India, in the field of textile industry, there are three such research associations, one of which, the Ahmedabad Textile Industries Research Association (ATIRA), has done significant research on various process technologies and other aspects of textile industry.

Direct responsibility for sponsoring and running an educational institution may result in the establishment of specialised educational institutions also. An appropriate action on the part of large organizations may be to set up institutions in their own field. For example, the oil industry can set up an Institute of Petroleum Technology to train people to do some fundamental work in the field, sponsor research and create opportunities for people to do some fundamental work in the field. If this obligation is stressed, especially in developing countries, and various industries are motivated to take it up, there may be a big contribution to educational and technological innovations and training in various fields.

Several private organizations have sponsored large foundations and have financed institutions of various kinds and research projects in their own countries as well as abroad. Ford Foundation and the Rockefeller Foundation are outstanding examples of such efforts.

Sponsoring a Project in the Community

One way of responding to the needs of the community and contributing to the development of appropriate resources in the community may be by selecting a project which may be significant and financing such a project in the community. Various projects of ecological management are being sponsored by industries in several parts of the world. It may be useful to understand and respect the limitations of the role, however. Such sponsorship should develop resources in the community so that the community is able to build up its capability to solve problems, take initiative and work on significant projects.

Action Programs

Several social service organizations are sponsoring action programs which may help in developing new norms in the community. For example, one hospital in one part of India is involved in taking girls and boys from exploited and neglected sections of the society to train them as compounders and nurses in the hospital. As a result of this programs attitudes in the community have also changed.

Since the hospital is highly respected and most people go to the hospital for medical care, it is able to influence their attitudes much more than some other organizations. Other programs in changing peoples' attitudes towards health care are being sponsored by several hospitals. In fact, the role of health care institutions is rapidly changing from merely providing medication to educating people in wider community health attitudes.

Getting Involved in the Community

An organization can educate the community by taking the responsibility for a much wider community and involving the community in the organization as well as involving itself in the problems of the community. One successful experiment in this regard has been done by Kaira District Cooperative Milk Producers' Limited at Anand in Gujarat State in India. When the dairy was set up, as an organization, it defined its objectives as collection of milk from local people and educating them in taking care of the animals. It made tremendous efforts in helping people learn how to take care of their animals. It also popularized the use of better breed of animals and introduced the idea of insurance of animals. It has been slowly taking on new responsibilities in the community, such as the construction social buildings, development of water supply system. "The dairy cooperative in Kaira has now become the focus and initiator of modernization and village improvement" (Anon, 1971). As a result, a tremendous change has been introduced in the community. While being engaged in all such responsibilities, it has maintained the

standards and has been pioneer in introducing new products in the market.

Extension Activities

An organization can provide facilities it has for disseminating new knowledge through its extension function. This may result either in making the facilities available to those who want to use them by inviting people from the community, or it may result in an active role of the organization in going out and demonstrating different ways of doing things. The extension role of the organization does not necessarily result in its involvement in the community.

EDUCATIONAL ACTIVITIES WITHIN THE ORGANIZATION

The organization influences people working in it by developing relevant norms, working habits and attitudes. It provides the necessary knowledge and skills so that people working in the organization could function more effectively. The organization uses educational activities in the following four ways : socializations, training, organization development, and structural interventions. Figure 2 indicates how individuals who come as A, B or C in the organization get organized into effective work groups thro the process of education within the organization. We shall discuss these process here.

Figure 2 about here

Socialization

Socialization is the process by which people in an organization develop necessary attitudes, values and norms as a result of their working and interacting with one another. Several studies have shown how socialization is an important variable in helping people to learn the culture of the organization. Socialization in professional schools has been postulated to be a function of the degree of attitude and value consistency among significant others during the educational process (Ondrack, 1975). Ondrack (1975) found that in schools of nursing, the school with the most consistency among significant others evidenced the greatest socialization and the school with the least consistency evidenced the least shift in attitudes and values. It was, therefore, concluded that the degree of socialization among students does vary directly with degree of attitude and value consistency among significant others in a school. Studies have been done on various aspects of socialization in professional schools.

It has been argued that socialization process is less influenced by the curriculum and more influenced by the behavior of the significant persons. Rao (1975) did not find any influence of the medical college on the values and aspirations of the students from the time they entered till they left the college. He found almost no difference between the values and attitudes of students who entered and in those who were in the last year of the medical college and left the medical college. Based on these findings, Rao (1975) has pleaded for and has suggested a design of curriculum which will be able to act as a great socializing force in inculcating new values and attitudes.

The reinforcement methods have been found to be very effective in socializing of individuals in the system. For example, the pattern of authority among the employees of the punitive-custodial prison was found to be closely associated with the pattern for relations between inmates and employees which were more hierarchical in nature (Cressoy, 1965). Similarly, based on the participant observation study in a police training programme, it was found that the reinforcement mechanisms resulted in lower motivation and stronger socialization in the culture. Speedy and powerful character of the police socialization process resulted in a final perspective which stresses a "lay low, don't make waves" approach (Maanen, 1975). Maanen (1975) has suggested five characteristics to influence the outcomes of socialization attempts: the formality of the setting, the degree to which new members are processed individually or collectively, the serial or disjunctive character of socialization settings, the length of the newcomers continuing as a formally designated recruits, and the presence, distance and visibility of a coach to assist the new member in the socialization process.

Lammers (1965) found differences in socialization of two types of candidates in the navy college and concluded that acceptance of the navy culture was strongly influenced by socio-structural conditions in the training situation. He concluded that the cultural difference between the two groups was a function of the joint influences of motivation with respect to the navy, background, and structure of the training situation.

The main purpose of socialization process is to build organizational commitment of the members. It is by developing common norms and values that socialization is able to contribute to the composite image of the organization. Buchanan (1974) studied individuals who just joined the organization and those who had been in the organization as managers for sometime. He found that while personal importance and self-image were the main determinants of commitment of those who had remained in the organization for some time - about 70 per cent variance of commitment was explained by these two factors -, in the case of those who joined and were in the initial stages in the organization, seven factors out of thirteen were significant - 68 per cent variance of commitment was explained by these factors. These factors were : the personal importance, first year group attitudes towards organization, organizational dependability, organizational commitment to norms, first year job challenge, current group attitudes towards organization, and peer group cohesion. These and other results show that socialization can be made effective if attention is paid to the initial experience people have in the organization, and the way perceive organizational norms. If the initial experience is of involvement and commitment and the organizational norms are seen as integrated and composite, the process of socialization is fostered. The organization, therefore, can take steps in paying attention to the initial experience of the members who enter the organization, and communicate shared and integrated norms. This process can be accelerated by training people into working with the new entrants in giving them more meaningful and significant experience and helping them to understand and interest in a positive way with the prevailing norms of the organization.

Levinson (1973) has suggested several stages of the development of adults and the implications of these for socialization process. He mentions mentoring system as an important step in the socialization process. A mentor is one who helps a young person in his development by sharing the dream and by helping to create a space within which a newly emerging self can take shape and be given a place in the world. In organizations, people can be nominated to play such a role for the new entrants.

Training

Training as a educational activity in an organization is very widely used. Sometimes, distinction is made between education and training. Education is primarily concerned with opening out the world to the student so that he can choose his interests and mode of living, and also his career. Training, on the other hand, is primarily concerned with preparing the participant for certain lines of action which are delineated by technology and by the organization in which he works. Education helps the student choose and decide his activity; training helps the participant improve his performance in it. Education deals mostly with knowledge and understanding; training deals mostly with understanding and skill (Lynton and Pareek, 1967, 1973).

Training has to be viewed in the organizational context rather than as an activity for improving the skills of individuals only. Training helps influence the individuals so that they become an integrated part of the organization. Some recent reviews of personnel training in the organizations have appeared (Camphel, 1971; Hinrichs, 1973).

The focus of training is the person-on-the-job-in-the-organization. For training to be effective, it should be concerned with the role and preparing the individual who has joined the organization for the effective role performance. Traditionally, training has been concerned only with influencing an individual in terms of increasing his knowledge, changing his attitudes, and sharpening his skills. This certainly is important. But several forces are relevant in making training much more effective in changing a person. What the person learns during the formal training arrangement alone does not determine how much he will learn and how much of what he has learned he will be able to use on the job. Training is a longer and continuous process. This has been stressed by Lynton and Pareek (1967, 1973). They present a spiral model of the training process in which three main phases are emphasized, viz. pre-training, training and post-training. This model appears in figure 3. As may be seen from this model, several inputs in these three phases are crucial. While pre-training phase is mainly concerned with expectations and motivation, training phase is concerned with exposure to opportunities for learning, and post-training phase is concerned with transferring learning to the backhome situation and stabilizing it in the organizational context.

Figure 3 about here

The view of training as a phased process of development of people in their roles in an organization envisages the importance of the training strategy. One aspect of the strategy is concerned with sequencing various

inputs in such a way that maximum effect can be achieved and providing inputs which maximize the synergistic use of the various inputs. For example, one of the aspects to be considered in making training effective is the number of people who are trained in a particular area. If the number is too few, the effect of training may be washed away by the prevailing attitudes in the majority of people with whom they work. Therefore, a minimum concentration in terms of people may be necessary. The principle of a minimum critical concentration is relevant not only to the number of people trained but also the use of input in training, and use of training in the total organisation.

Ensuring that the critical variables at the pre-training and post-training phases are properly used would also be the concern of training strategy. For example, training can be more effective by paying attention to the initial motivation of participants to benefit from training. If the participant knows in advance that he is being given an opportunity to get training for his own development, also if he is helped to make this choice, and if he is helped to identify the areas in which he needs to learn and improve, his motivation is likely to be high. McClelland (1965) has proposed a set of 12 propositions about enhancing an individual's motivation and maximising the effectiveness of training. Among the motivational aspects of training strategy is inculcation of an activist attitude. De Charms (1972) has shown that a part of the increase in academic achievement of students was directly related to change on "origin" variable— as contrasted with "pawn" image. Mehta (1975) has discussed in detail motivational training as a strategy for educational motivation.

Designing of the training programs is getting increasingly more attention. The emphasis on the use of experience in training has led to increasing use of cases on the one hand and of devices to create and generate experiences in the classroom on the other. Several sources are now available for structured exercises which can be used to generate experiences in the class - a series of Handbooks edited by Pfeiffer and Jones, annually as well as occasionally 1969-1976, are an example.

Accounts of various techniques of training are available in several books. Lynton and Paroek (1967, 1973) have discussed the comparative requirements for the effectiveness of various methods. Hinrichs (1973) has classified the various training techniques on the basis of content-orientation, process-orientation, or mixed ones.

Increasingly more attention is being given to the system of training. Training is a part of the Human Resources Development System, and it is related to the various other parts of that system. Pareek and Rao (1978a) have proposed a conceptual model of Human Resources System in which training is linked to other sub-systems. This is shown in figure 4. As may be seen from the figure, training is interrelated with various components of Human Resources System.

Figure 4 about here

Hinrichs (1973) has proposed an organizational system for training, as shown in figure 5, in which inputs are of two types, signal and maintenance, and the outputs are in terms of achievement and needs satisfaction.

Figure 5 about here

Organization Development

Organization development in recent years has emerged as one of the most important systems of intervention to deal with problems of managing total change in the organization. The main focus of organization development is on the change-process, and the use of applied behavioral science is made to work with the total organization, including the top executives for systematic and planned change to be introduced in the system. Several good accounts are available about organization development (Beckhard, 1969; Fordyce and Weil, 1971).

Organization development works on a set of values and styles to inculcate those values in the system with which the work is done. Pareek (1975) has suggested seven important values which organization development emphasizes and tries to develop in the organization, thus changing the basic culture of the organization: openness, confrontation, trust, authenticity, proaction, autonomy and collaboration-OCTAPAC. Probably,

Golembiewski (1973) has given the most comprehensive account of the process dimensions involved in organization development work. Organization development influences individuals through working with teams in an organization and using a systematic effort in which various interventions are woven into a strategy of change of the total system.

Structural Interventions

In addition to training and organization development, various structural changes introduced in the organization also act as educational activities if they are introduced for a particular purpose. Any changes in the values and norms of the organization can better be introduced and sustained through relevant structural changes. For example, participative management proposed by Likert (1969, 1967) has implications for providing education in the organization through structural interventions. The introduction of task forces which cut across the departments and across the levels of hierarchy in an organization may become educative forces by helping people learn collaborative values through working together. Thus, educational effort in an organization is not confined only to process activities. Pareek (1977b) has given examples of combining process and structural interventions to develop collaboration in organizations.

LEARNING PROCESS

Educational activities would require a close attention to the learning process. The changes introduced as a result of the educational activities should be faster and sustained for a longer time. Learning may be defined (Paræek 1977a) as the process of acquiring, assimilating, and internalising cognitive, motor, or behavioral inputs for their effective and varied use when required, and leading to enhanced capability of further self-monitored learning. Four sub-systems are involved in the process of learning : the influencing organization, the persons involved in the influence process - trainers, the organizations receiving influence, and the technology of influencing - learning or training technology. Paræek (1977a) has suggested a model of the dynamics of the learning process. This is shown in Figure 6. The most significant sub-system in this model is that of process. It may be important for an organization to examine to what extent its educational activities are helping internally, or the outside agencies like the community, to develop capabilities of discovery, experimentation, collaborative effort for learning, and designing systems of self-development.

Figure 6 about here

In the learning processes values of the influencing organization, and of those who participate in the influencing act, like trainers, play a crucial role. One dimension of the values is the model of man the influencing organization uses in designing the educational activities. Probably two dimensions are important in determining the model of man (or values to operate with people). One dimension is of social awareness, and the other of human nature. Regarding social awareness, two extreme positions were held by Karl Marx and Max Weber, the former emphatically asserting the primacy of social reality - of power held by the classes, and the latter that of ideas and institutions. Regarding human nature, the contrasting positions are represented by the classical western proselytising stance - man is basically ignorant and need to be "converted" to awareness; or man with basic animal nature is motivated by fulfilment of physical needs - on the one hand, and eastern faith in the goodness and godliness of man, and emphasis on self awareness, symbolised, amongst others, so dramatically by Mahatma Gandhi. The former position culminated in Taylorism and work systematisation, and the latter in humanism more recently represented by Freire (1970), Maslow, Rogers (1969) and others. Not that these people directly borrowed from Gandhi or other Eastern Thinkers, but the impact did percolate.

In the context of influencing thro education Carl Rogers (1969) represents a strong trend regarding values and the modal of man. His non-directive teaching emphasized "nurturing self-direction and fulfilment" of the learners. His faith the learner as a resource is immense. Although Bruner (1962) comes from a different tradition, his emphasis on exploration and enquiry has made contribution to the theory of instruction. He emphasises that cognitive learning takes place best through enquiry, through the learner's own motivations. He emphasized "autonomy of self-reward" as against outside rewards. Paulo Freire (1970) mixing Marxian understanding of society with humanism, has contributed the concept of 'conscientization' - arousal of man's positive self-concept in relation to his environment and society through a liberating education which treats learners as subjects - active agents - and not objects - passive recipient.

Skinner (1971) the most known person in the field of learning has held a peculiar position. He emphasized the role of outside, conditions, of the environment for human behavior, and accordingly proposed a theory of shaping behavior through manipulation of outside conditions. He made tremendous contribution to the technology - he is the father of programmed instruction technology. However, the Skinnerian model of man is a passive one, even though it is man who manipulates the environment.

The Style of influence - certainly growing out of the values of the influencing organization and its members - is very important in the influence process. This is reflected in the process of interaction between the influencing agents - the trainers - and those who are the targets of influence - the trainers - and those who are targets of influence - the agencies like the community. Is this influence liberating or prescriptive - to use Freire's terminology ? Is this influence indirect or direct - to use Flander's (1970) terminology ? Does this influence result in expressive behavior or coping behavior - to use Bruner's (1962) terminology ? Several thinkers have dealt with this important aspect, and have raised similar questions.

Using Bales' interaction process categories Flanders (1970) developed categories of 'direct' and 'indirect' influence behavior. This simple model, although developed for classroom interaction of teachers, has a relevance for educational activities of organizations. Direct influence restricts the freedom of the learner, is prescriptive, and develops coping behavior. Indirect influence increases learner's freedom, is liberating, and develops expressive behavior. Several researchers have shown this to be true. Pareek and Rao (1978b) based on research with this system, have developed conceptual model and broad strategies for preparing teachers and trainers for liberating education and training.

Direct influence behavior will include negative reinforcement (criticising, reprimanding, punishing), ordering and giving directions, defensive behavior (justifying - expressing anger etc). Indirect influence behavior will include accepting feelings, expressing feelings, accepting ideas, building on the others' ideas, positive reinforcement - praising, encouraging, perceptiveness - encouraging nonparticipative members.

Organizations may plan how they can use more indirect influence behavior, and encourage creativity and development of potential in other agencies and among their own people. This would mean providing the least guidance, and recognizing the learners as important resources for learning. Then educational activities become a process of mutual influence, and the organization is as much in the learning role as the agencies it is trying to influence. The whole approach to teaching and training changes. Much more emphasis is given on helping the learner discover, innovate, develop his own systems, and develop capability of self-learning.

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