CHAPTER IV

ORGANIZATIONAL
MANAGEMENT
# CHAPTER IV
## ORGANIZATIONAL MANAGEMENT

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4.1 INTRODUCTION

Organization management is the process of developing and operating organizations to ensure that they function efficiently. It is concerned with the structure of the organization and the ways in which the best results can be obtained from the members of the organization who work within that structure. The objective of organizational management is to increase organizational effectiveness. An effective organization can be defined as one which successfully achieves its objectives and meets its responsibilities to its stakeholders: its shareholders, employees, customers, suppliers and the community at large.¹

4.2 IMPORTANCE OF ORGANIZATIONAL APPROACH

1. It enables us to examine each or all of these methods as embedded in a formal structure or as developed in less formal personal instructions.

2. It related the various elements of the formal structures and processes of institutions to the informal life, which operates within them. It, thus, permits us to see how the whole or the part promotes deflects or presents the attainment of differing educational and institutional goals.

3. It enables comparison to be made objectively between them, in terms of either their individual elements or their performance as operating wholes.

4. To know what ends our educational institutions suppose themselves to serve, what kind of climate or environment they serve in, the structure, methods and dynamics by which their goals are realized, and to do this objectively and make comparison between them, one must study them as organizations.

5. An educational institution is, now viewed as a network of interpersonal relationships, an interaction system having its own particular kind of climate affecting teaching-learning activity substantially. The school or the college community a system of pressures, practices and policies intended to influence the development of students toward the attainment of institutional objectives. The different atmosphere of an educational institution and differences ways in which such systems can be organized, to subtle differences in rules and regulations, rewards and restrictions, classroom climate, patterns or personal...
and social activity and other media through which the behavior of the individual student is shaped.

4.3 ORGANIZATIONAL MANAGEMENT ACTIVITIES

Organization management is concerned with:

i. Organization design
ii. Culture management
iii. Flexibility management
iv. Team management
vi. Change management

4.3.1 ORGANIZATION DESIGN

Organization design is the process of dividing the overall management task into a variety of activities and then establishing means of coordinating those activities. Organization design deals with the structural aspects of the organization. It aims to analyze roles and relationships so that collective effort can be organized explicitly to achieve specific ends. Whilst educational organizations have the education of young people as their principal concern, they also have to discharge administrative functions both to continue to exist and to prosper in the future, for example, employing teachers and maintaining premises. Thus, the organizational structure has to include not only educational activities but also general administrative and managerial tasks.

The activities of an educational institution may therefore be categorized as:

1. Providing educational services.
2. Organizational administration and maintenance, e.g. personnel, finance, premises and plant maintenance.
3. Planning future strategy, e.g. strategic planning, marketing.

4.3.2 CULTURE MANAGEMENT

The culture of an organization can be defined broadly as the pattern of shared beliefs, attitudes, assumptions and values in an organization, which shape the way people, act, interact, and influence strongly the way in which things get done. Cultures are functional if they positively support the achievement of the objectives of
the organization, or dysfunctional if they prevent the organization operation effectively. Culture management is about reinforcing or embedding an existing functional culture or changing a dysfunctional culture. The approach will be affected by certain overall considerations as discussed below, with these in mind; culture management is a matter of analysis and diagnosis followed by the application of appropriate reinforcement or change levers.

• **Overall considerations**

Because cultures have evolved over the years and are usually deeply rooted, they are difficult to change. It is very hard to get people to alter long-held attitudes and beliefs, and attempts to do so often fail. All you can do is to get them to alter their behavior in ways, which will reduce dysfunctional elements in the culture and support the introduction of functional elements. However, changing behavior is not always easy, although it will happen in traumatic circumstances such as a crisis, a change in ownership or the arrival of a powerful, autocratic, charismatic and visionary leader.

• **Analysis and diagnosis**

The analysis of culture and the diagnosis of what management action needs to be taken can be carried out on a continuous basis by observation and noting behaviors, which indicate the values and norms prevalent in the organization. A more searching analysis would use instruments such as interviews, questionnaires, focus groups (representative groups of employees whose views are sought on organizational or work issues), attitude surveys and workshops.

• **Culture management techniques**

One or more of the following approaches can be used to help in managing culture:

1. The issue of mission and value statements which explicitly state where the organization is going and the values it adopts in getting there—but these statements must represent reality and must be followed up by workshop, training and discussions which translate the words into deeds.

2. Workshops to get people involved in discussing new values and ways of behavior and practicing their application.
3. Education and training programs to extend knowledge and to teach people new skills.

4. Performance management programs which ensure through the mechanisms of objective setting and performance appraisal that the value, norms and behaviors, which the cultural change program is developing, are absorbed and acted upon as part of the normal process of management.

5. Reward Management systems, which reward people for behavior, which is in accord with the values built into the culture change program.

Such programs can be used not only to change but also to reinforce a culture. Ideally, they should be conducted on an organization wide basis, but it may have to be recognized that different parts of the organization may legitimately have different culture and that it could be counter productive to impose an alien culture upon them.

4.3.3 TEAM MANAGEMENT

Organization management largely about making the best use of people. It has to be recognized that organizations are cooperative systems, which consist of group of people working together. They may be working in formal groups set up to achieve a defined purpose or the may be working informally. Team management is the process of improving the quality of team working throughout the organization. Team working become more significant when the technology or operating processes require cellular working or considerable interaction between people carrying out different functions but with a common purpose.

Effective team working is more important during periods of rapid change or crisis. An organization, which has to adapt quickly to its changing competitive, economic or social environment, will rely upon good teamwork so that it can pool resources and respond quickly to the new opportunities or threats. The tendency for organizations to become flatter as layers of management or supervision are stripped out creates the need for better teamwork. In these circumstances, managers will have larger spans of control and will have to delegate more responsibility to their teams, who will be forced to coordinate their own work rather than rely on their boss to do it for them. The instant availability of management information and the communication
facilities provided by information technology assist informal teams to operate more efficiently.

4.3.4 FLEXIBILITY MANAGEMENT

A flexibility approach to organization management is necessary to ensure that the organization will be able to adapt to change, respond quickly to new threats and opportunities, and manage diverse and decentralized operations. Flexibility management is the process of applying the various techniques for achieving flexibility to organizations in order to improve their overall effectiveness.

- **Techniques for achieving flexibility**

  Flexibility arrangements as a means of achieving the most efficient use of human resources can take a number of forms, as described below.

  - **Contract-based flexibility**

    Contract-based flexibility refers to employee contracts, which specify flexibility as a key aspect of terms and conditions. Job descriptions are written in terms, which emphasize the overall purpose of the job and its principal accountabilities. Contract-based flexibility is also achieved by employing contract workers who are required to work on any task or in any area appropriate to their range of skills.

  - **Time-based flexibility**

    Time based flexibility can be achieved by the use of flexible hours on a daily (flexi time), weekly or annual basis.

  - **Job-based flexibility (functional flexibility)**

    Job-based flexibility means that workers can be moved from task to task and may be expected to use a wider range of skills within their capability. Firms may want to introduce this type of flexibility following the implementation of new operational approaches such as flexible manufacturing systems, cellular manufacturing and just-in-time systems. Functional flexibility is particularly important where organizations are increasing their use of sophisticated equipment and systems, which must be properly maintained if they are to produce at their optimum level. Functional or job-based flexibility also means that where workloads
in different parts of a factory fluctuate widely, people can be moved in quickly to handle to extra demands.

- **Skill-based flexibility**
  Functional flexibility is only possible when employees have the range of skills required to perform different tasks; for example, machine operators having the necessary skills not only to operate their machinery but also to carry out basic maintenance and deal with minor faults and breakdowns.

- **Organization-based flexibility**
  Organization-based approaches to flexibility included making more use of part-time temporary staff or contract workers and relying on a nucleus of permanent employees to carry out the key functions of the organization.\(^5\)

### 4.3.5 CHANGE MANAGEMENT

Change management is the process of helping organizations to introduce change successfully.

The following are the main guidelines for managing change:

i. The achievement of sustainable change requires strong commitment and leadership from the top.

ii. Understanding is necessary of the culture of the organization and the levers of change, which are most likely to be effective in that culture.

iii. Those concerned with managing change at all levels should have the temperament and leadership skills appropriate to the circumstances of the organization and its change strategies.

iv. It is important to build a working environment, which is conducive to change. This means developing the firm as a learning organization.

v. Although there may be an overall strategy for change, it is best tackled incrementally (except in crisis conditions). The change program should be broken down into actionable segments for which people can be held accountable.

vi. The reward systems should encourage innovation and recognize success in achieving change.
vii. Change will always involve failure as well as success. The failures must be expected and learned from.

viii. Hard evidence and data on the need for change are the most powerful tools for its achievement, but establishing the need for change is easier than deciding how to satisfy it.

ix. It is easier to change behavior by changing process, structure and systems than to change attitudes or the cooperate culture.

x. In an age of global competition, technological innovation, turbulence, discontinuity, even chaos, change is inevitable and necessary.

The organization must do all it can to explain why change is essential and how it will affect everyone. Moreover, every effort must be made to protect the interests of those affected by change.

4.4 ORGANIZATION DESIGN GUIDELINES

The classical theorists developed a set of principles of organization, but the suggestion that they were universally applicable is no longer tenable. The principles were in any case often inconsistent. There are, however, a number of guidelines which should be taken into account when designing or modifying organization structures, although their application will depend on the circumstances. They are as following:

4.4.1 ALLOCATION OF WORK

The work that needs to be done has to be defined and allocated to the appropriate jobholders or departments. Related activities should be grouped together to avoid unnecessary overlap and duplication of work. Managers should not try to do too much it. Neither should they exercise too close supervision.

4.4.2 LEVELS IN THE STRUCTURE

Too many levels of management and supervision in habit communication and create extra work. The aim should be to reduce the number of levels to a minimum. Reducing the number of levels to create flatter structure does, however impose a much more stringent requirement to improve teamwork, delegation and methods of integrating activities when spans of control are much wider and middle managers
with a coordinating role no longer exist. The process of reducing the number of layers is facilitated by the use of information technology to speed up information flows and help decision-making.

4.4.3 SPAN OF CONTROL

There are limits to the number of people any one can manage or supervise well, but these vary considerably between different jobs. Most people can work with a far greater span of control than they can. As long as they are prepared to delegate more effectively, to avoid getting involved in too much detail and to develop good teamwork among the individuals reporting to them. In fact, wide spans of control are beneficial in that they can enforce delegation and better teamwork and free the higher-level manager to spend more time on policy making and planning.

4.4.4 ONE PERSON, ONE BOSS

Individuals should report only to one boss. This avoids conflicting orders being given to one person. If managers by pass immediate subordinates when issuing instructions, it can cause confusion and undermines authority.

4.4.5 DECENTRALIZATION

Authority to make decisions should be delegated as close to the action as possible.

4.4.6 OPTIMIZE THE STRUCTURE

Design the ideal organization by all means, but also remember that it may have to be modified to fit in the particular skills and abilities of key individuals.

4.4.7 RELEVANCE TO ORGANIZATIONAL NEEDS

The organization structure has to be developed or amended to meet the needs of its situation. It today’s conditions of turbulence and change this inevitably means a tendency towards more decentralized and flexible structures, with greater responsibility given to individuals and an extension of the use of task forces and project teams to deal with opportunities or threats. This implies an informal, non-bureaucratic, organic approach to organization design.7
4.5 ORGANIZATIONAL STRUCTURE AND ORGANIZATIONAL EFFECTIVENESS

Each person needs to know their own task within the organization and that of others with whom they come into contact. The individual tasks have to accomplish the organization's mission. There have to be ways of controlling and coordinating the activities of different individuals and dealing with unusual events. Thus, all organizations have some form of structure, which is more or less explicit. The basic structure allocates people and resources to the tasks, which have to be done, and provides mechanisms for coordinating their work. It consists of organization chart, job descriptions and the constitution of policy making, advisory and other groups. It provides basic working rules. The final element of the organizational structure is the individual job description for each employee. This needs to be written in a form, which is helpful to the employee in knowing what is expected of him or her and forms the starting point for appraising staff. Thus, when major organizational change is planned, organizational structure, and how it should be changed as part of the process, is a key consideration. Some bases for grouping staff are reviewed before a generic structure for educational organizations. The issue of staff who work for more than one manager is discussed to be effective, an organization should be doing the right things or more prosaically, achieving outcomes which are consistent with its expectations (Hoy and Miskel). These demands:

1. An appropriate means of deciding what these ‘thing’ should be and periodically reviewing such choices.

2. A means of allocating accountabilities to ensure that its decisions are carried out, the ‘right things’ are done and that the quality of outcomes matches expectations. An organizational structure contributes to organizational effectiveness by facilitating these two requirements. This involves it in harmonizing individual motivations, group norms and institutional expectations. In particular, the effectiveness of the structure requires a consistency among the design parameters and appropriateness to its situation. Similar organizations may have different structures. They depend on each organization’s function, size and particular culture and history. The structure
provides continuity and predictability both for those inside and outside the organization. Thus it cannot be changed too frequently without creating confusion and uncertainty (Watson 1994). There is no single organizational structure, which is most effective for a given situation. All are compromises. The two principal competing requirements are coordination and control. Usually one is achieved at the expense of the other. Any evaluation may be quite hard because individuals generally try to accommodate inadequacies in the structure and work round them.

4.6 DISTINCTION BETWEEN MANAGEMENT AND ORGANIZATION

It is very difficult to draw fine distinction between various management terms. In spite of this difficulty, the following distinction may be drawn up between management and organization: Organization, as we know, is a structure and a process and it is used as a tool by the management for the fulfillment of the objectives of any concern. It thus involves defining and grouping of different activities of any enterprise and establishing authority relationships among them. Therefore, the people associate for the attainment of desired objectives within the framework. Management, on the other hand, directs those activities of the enterprise in an orderly way for the achievement of its purpose. Management is necessary for every organization, because the persons working within an organization need some direction and guidance so that their activities and the materials with which they work may be effectively used for the achievement of given ends. Management is thus concerned with direction and guidance so that their activities and the materials with which they work may be effectively used for the achievement of given ends. Management is thus concerned with direction and guidance of human activities of the organization. In this way, it combines the work of the employees with the resources available for the accomplishment of the objectives of the concern. The above distinction between organization and management may be analyzed as follows:
Table 4.2 distinction between organization and management

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<tr>
<td>Management is an executive function of getting things done by others.</td>
<td>Organization is an organic function of putting together the different parts of an enterprise into working order.</td>
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<tr>
<td>It includes all the functions relating too planning, organization, command, motivation, co-ordination and control.</td>
<td>It is one of the component functions off management.</td>
</tr>
<tr>
<td>Management functions are excelled by bringing into being an organization.</td>
<td>It is the framework or edifice of management.</td>
</tr>
<tr>
<td>Management is like the entire body of a human being.</td>
<td>Organization is like the nervous system of human body.</td>
</tr>
<tr>
<td>There are different levels in management, such as, top management, middle management etc. It is like a boatman.</td>
<td>There is no such level in organization.</td>
</tr>
<tr>
<td></td>
<td>It is like a boat.</td>
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3.7 THE CONCEPT OF ORGANIZATIONAL EFFECTIVENESS

Organizational effectiveness (OE) refers to the success of the organization in the achievement of organizational goals. Organizations are interacting entities in which the desires of individuals, the group and the organization are in a continual state of adaptation. Therefore, organizational goals refer to multiple goals. Organizations are a part of a total society. The organization has to undergo the necessary changes whenever there is any change in the serial system. How organizations pursue their goals has a great deal to do with individual and group wellbeing. Therefore, it may be necessary to conceptualize organizational effectiveness in such a way that the term encompasses a multiple criteria. The general criteria are:

(i) Organization productivity, (ii) organizational flexibility in the form of successful adaptation of externally induced change; and (iii) absence of intra-organizational strain, or tension and of conflict between organizational sub-groups. These three criteria both relate to the means-ends dimensions of organizations and potentially apply to nearly all organizations. The first relates to the movement the
organization towards its goals. The other two relate to the requirements of organizational survival and growth in the face of external and internal variability, and to the dimension of the prevention of organizational means. Katz and Khan expand OE as the maximization of return to the organization. Such maximization by economic and technical means has to do with efficiency; maximization by non-economic or political means increases effectiveness without adding to efficiency. Likert has identified three variables useful in discussing effectiveness over time.

1. Canal variables: these variables influence the course of development in an organization. There are independent variables like leadership style, organization structure, objectives, technology etc.

2. Supervening variables: causal factors interact with intervening variables like perceptions, attitudes, norms and values, motivational forces, etc. which represent the current conditions of the internal state of the organization.

3. Out-put or end result variables: the intervening, in turn, led to end-results like production, costs, sales, employee turnover, etc. and represent dependent variables that reflect the achievement of organization. According to him, effectiveness is actually determined by whatever the manager and the organization decide are their goals and objectives, but they would consider these factors. Output variables, intervening variables short-range goals and long-range goals.

The theories propounded so far has talked to profit maximization, providing efficient service, high productivity, good employee, etc., as sufficient criteria of effectiveness. In any case, it is accepted by all that the marks of long-term effectiveness of an organization are storage, growth, survival and control over the environment. According to Schein, what has undermined the adaptation of the goalistic criteria as viable has been (i) the discovery that rational organizations behave ineffectively if the sole criterion is profit or providing a good service and (ii) the discovery that organizations fulfill multiple functions and have multiple goals, some of which may be in conflict with each other. About some goals, its performance may be highly encouraging and it may be a dismal failure about others. Besides, it is no use calling an organization effective or ineffective by comparing its
performance to the previous year. What is important is to consider its situation as compared to similar other organizations at a particular point of time. We can never say that an organization is wholly effective or ineffective in terms of its multiple goals.

4.8 DEFINITION OF ORGANIZATIONAL EFFECTIVENESS

The natural system model views organizations as collectivities that are capable of achieving specified goals but are engaged in other activities required to maintain themselves as a social unit. Thus, natural system analysts insist on adding a set of support goals to the output goals emphasized by the rational system model. The open systems perspective views organizations as being highly interdependent with their environments and engaged in system-elaborating as well as system-maintaining activities. Information acquisition and processing is viewed as an especially critical activity, since an organization's long-term well-being is dependent on its ability to detect and respond to subtle changes in its task environment. Most analysts take the organization itself as the appropriate level of analysis for assessing effectiveness. Variations in theoretical perspectives on organizations, in time horizons and developmental stage, and in level of analysis—these help to account for the diversity of criteria proposed in analyzing effectiveness. Similarly, top managers' goals for directing and evaluating activities may not coincide with or be completely reflected in the criteria used by middle level personnel such as supervisors or technical specialists. Performers vary in the extent to which their own conceptions of their work coincide with those of their superiors, and in their capacity to enforce their preferences.

4.9 EFFECTIVENESS AND EFFICIENCY

Effectiveness and efficiency are often used, quite closely and interchangeably, though they have clear and separate meanings. Effectiveness is a broad concept and takes into account a conglomeration of factors both inside and outside the organization. It is commonly referred to as the degree to which pre-determined goals are achieved. On the other hand, efficiency is a limited concept,
which refers to the relationship between input and output in the organization. Thus, efficiency denotes show many inputs have been used to produce certain amount of output. It refers to the economic manner in which goal-oriented operations are carried out. Thus, efficiency refers to the way in which the resources are put to use i.e. technology, whereas effectiveness refers to the accomplishment of organizational goals and objectives. The effectiveness centers more on human side of organizational values and activities, whereas efficiency concentrates on the technology side. Chester Barnard makes an important distinction between these concepts effectiveness and efficiency by saying when unsought consequences are trivial, effective action is efficiency, when unsought consequences are not trivial effective action is in efficient. The concept of effectiveness can be understood by the following approaches.\(^ {13}\)

4.10 APPROACHES TO ORGANIZATIONAL EFFECTIVENESS

The schools function as an integrative mechanism for society as a means of socialization of the young, of transmission of culture, its values, norms and modes of living. How these functions are performed depends on whole structure and interlocking and dynamic operation of the society of the school as well as its relationships with outside organizations, cultures and para systems. Studies of organizations have generated a new interest in the study of schools and educational institutions as organizational societies. The application of organizational theory and analysis has been much less noticeable in the field of education, whether in school or other institutions of higher learning. The study of the schools and other educational institutions as organizations is concerned with the institutional methods by which are attained transmission of values, training in roles and preparation for society.\(^ {14}\)

The approaches to understand OE can be grouped into three namely, goal approach, systems approach, the behavioral approach.

4.10.1 GOAL APPROACH

Goal attainment is widely used criterion of organizational effectiveness. Organizational effectiveness is appraised in terms of the accomplishment of ends
rather than means. In studying effectiveness in terms of goal-achievement, theorists tend implicitly or explicitly to make assumptions such as

i. Organizations have ultimate goals.

ii. The goals of the organization are well defined and properly understood by all the members of organization.

iii. There must be general consequences on these goals.

iv. The goals must be few enough to be manageable.

v. Progress towards these goals must be measurable.

The specific goal orientation of the organization is taken by the many defining characteristics. Goal approach defines effectiveness as profit maximization providing an efficient service high productivity or good employee morale. Etienne defines of a goal as 'an image of a future state'. This definition might include goal statements about a single variable such as rate of return on investment, or profit, production or sales or complex variables satisfying in the multiple criteria of the systems theory model. It would be necessary to develop some measurement device to see how well the goal are realized whether they (goals) are simple or multiple, official or operational. In this approach there should be tangible, verifiable and quantifiable goals. The conditions under which these goals are to be accomplished and the degree to which each goal must be satisfied also to be specified.

Campbell suggested several variables to measure OE such as quality, productivity, readiness, efficiency profit or return, utilization of environment, stability, stability turnover or retention, accidents, morale motivation, satisfaction, internationalization of organization goals, conflict – cohesion, flexibility – adaptation, and evaluation by external entities. It is true that no single criteria is suitable to measure OE. A combination of several variable measure the performance and compares with the standards/goals set to see the degree of effectiveness.

4.10.2 SYSTEM APPROACH

A modern perspective for understanding the nature of organization effectiveness is that of systems theory approach (fig.4.1). An organization is a part of a larger system (society itself). An effective organization makes use of natural resources (inputs) by processing them (process) into something useful (outputs) for
society. As these outputs are placed in the environment, the effective organization changes in response to new demands from the environment.

Fig. 4.1 system approach in organization effectiveness

Input          Output
Resource → process → product/Service

Environment

Demands of Society

Managers as such have a responsibility to understand the nature of their environment and to set realistic goals that accommodate the environment. The more effective organizations then, are those that successfully adapt structure, work, technologies, and policies with the changing environment to facilitate goal attainment.

4.10.3 PROBLEMS WITH THE SYSTEMS APPROACH

Though systems approach to effectiveness has a definite edge over the goal-attainment approach in the sense organization give due respect to the environment to service, it is not without problems or back-spots.

1. Flexibility of response to environment and such qualitative variables defy appropriate measurement.

2. A second negative point of systems approach is that the focus of systems approach is on means rather than ends.

4.10.4 BEHAVIORAL APPROACH TO ORGANIZATIONAL EFFECTIVENESS

It is important to recognize and account for the people who ultimately determine the quantity and quality of organization's response to the demands made by the environment. Behavior approach to OE emphasizes the role of individual behavior as it affects organizational success or failure. When employees agree with the objectives of the organization (employer) then it results in perfect integration of the individual and organizational goals. This leads to high degree of organizational
effectiveness. It is because when goals converge the individual exerts his effort to the maximum extent. This situation of perfect integration of individual and organizational goals and can be aptly labeled as myth as it represents an ideal situation.\(^{16}\)

4.11 APPARENT EFFECTIVENESS

It is difficult, if not impossible to judge managerial effectiveness by observation of behavior alone. The behavior must be evaluated in terms of whether or not it is appropriate to the output requirements of the job. For example, these qualities, important in some jobs, may in others are irrelevant to effectiveness:

a. Punctuality
b. Prompt responses
c. Makes quick decisions
d. Good public relations
e. Good writer

These usually give an air of apparent effectiveness in no matter what context they appear. However, apparent effectiveness may or may not lead to managerial effectiveness. Conventional job descriptions often lead to an emphasis on what could be called “managerial efficiency” or the ratio of output to input. The problem with this is that even if both input and output are low, efficiency could still be 100 percent. In fact, a manager or department could easily be 100 percent efficient and a percent very effective. The efficient manager is easily identified. Management audits usually focus on the internal efficiency of an organizational system rather than its external effectiveness or its output. It would be a simple matter to increase internal efficiency sharply and to decrease external effectiveness—just as sharply.

Paper work is usually quite unrelated to effectiveness. This point is illustrated when a steamroller manager brings about what appears to be chaos to an organization but which nevertheless clearly starts improvement. Unless outputs are the focus of attention, serious distortion can result.
4.12 SELECTED MEASURES OF ORGANIZATIONAL EFFECTIVENESS

There is no single measure or criterion to determine whether an organization is effective. Some selected measures of organizational effectiveness are:

4.12.1 GOAL ATTAINMENT

Goal attainment is a general measurement of effectiveness assuming that its goals are not destructive or harmful to others.

4.12.2 MAKING PROFIT

Unless an organization makes profit, it cannot afford to accomplish other objectives. However, it is not the sole criteria.

4.12.3 STAYING WITHIN BUDGET

It is not for profit organizations staying within budget is equivalent of making a profit unless an organization stays within its budget, it risks losing much of its public support.

4.12.4 SOCIAL RESPONSIBILITY

An organization has obligation towards so many people who are related to it the satisfaction of those people makes organization effective.

4.12.5 MAKING EFFICIENT USE OF INPUTS RELATIVE TO OUTPUT

The organizations have to maintain proper ratio between inputs is used in the process and outputs that are supplied to society.

4.12.6 PERFORMING TECHNICAL AND ADMINISTRATIVE TASKS RATIONALLY

The employee in the organization must satisfy with the technology and administrative practice. It has to design a structure that decentralizes the organization.

4.12.7 SOCIAL VALUES

Societal values influence whether or not an organization can be considered effective. When certain key groups in society are satisfied, we can say the organization is doing its job. Researchers found seven different groups or parties are interested in organization. They are customers, creditors, suppliers, employees, owners, the community and government. To save extent that these parties at interest are satisfied, the organization can be considered effective.
4.12.8 SURVIVAL

It is a comprehensive criterion of effectiveness. The organization must survive for a long time whatever may be its objectives.

4.13 FACTORS CONTRIBUTING TO ORGANIZATIONAL EFFECTIVENESS

The 10 factors contributing to organizational effectiveness are as follows¹⁸:

1. Strong visionary leadership from the top.
2. A powerful management team.
3. A well-motivated, committed, skilled and flexible workforce.
4. A structure, which is appropriate to the operations and culture of the organization and the environment in which it functions.
5. Effective teamwork throughout the organization, with conflict kept well under control.
6. Clearly defined goals and strategies to operate them.
7. A continuous pressure to innovate and make the best use of new technology, coupled with the ability to manage and thrive on change, to manage diversity and to achieve a reasonable degree of order in conditions of uncertainty, even chaos.
8. A positive corporate culture encompassing a value system, which emphasizes performance and quality. The management style, which is part of that culture, should be one, which provides leadership while promoting a culture of consent in which the involvement of employees in developing and improving the organization is encouraged.
9. The operation of the organization is a learning organization, i.e. one that facilitates the learning of all its members and one, which continually transforms itself.
10. An ability to operate flexibly and respond quickly to change coupled with the capacity to get into action fast and make things happen.
4.14 ORGANIZATIONAL CULTURE

Describing differences in organizational culture can be difficult because there has been little empirical work directed at understanding the nature of these differences and how they are manifested across different countries (Aguinis and Henle). One popular typology for describing organizational culture uses two dimensions to create a typology of four cultures, with each culture characterized by different underlying values. One dimension reflects the formal control orientation, ranging from stable to flexible. The other dimension reflects the focus of attention, ranging from internal functioning to external functioning. When these four dimensions are combined, they form typology of four pure types of organizational cultures: bureaucratic, clan, entrepreneurial and market. On the basis of research in ten companies located in three European countries, Hofstede proposed using six dimensions to conceptualize organizational cultures.

Process versus results orientation; employee versus job orientation; parochial versus professional; open versus closed system; loose versus tight control and normative versus pragmatic. Rather those reflecting different values, these dimensions reflect differences in management practices. Using yet a third approach to conceptualizing organizational culture, the globe project has made the assumption that differences in organizational culture can be understood using the same dimensions that differentiate among national cultures.

Structure of an organization is the framework, edifice, or management. This framework provides a set of relationships between and among individuals and group. The set of interpersonal relationships, which operates in the context of position, procedure, process, technology and social environment, comprises what is known as the organization structure. Organizing is a facilitating function and structure is its mechanism. The concept of organization and structure and of interpersonal relationships is extremely complex, because as the number of individuals in a firm increases in some arithmetic progression, the number of possible personal inter-relationships increases at some geometric rate. Therefore, it is desirable to build up a suitable organization structure, which will assist economical and effective attainment of objectives avoiding complicity as far as possible. Organization is a means to an
end. Organization is a means to an end. Organization structure is an important means in this respect. Therefore, it should be the task of management to evolve a structure best suited for an enterprise.

4.15 MANAGERIAL EFFECTIVENESS AND ORGANIZATIONAL PERFORMANCE

One of the critical determinants of the overall performance of corporate enterprises is the efficiency and effectiveness of its managerial cadres in operating the enterprises. While it is generally recognized that efficient management makes significant contribution to the overall enterprise performance, the managerial efficiency assumes vital importance especially in the case of public enterprises. In fact, in most countries, it is customary to attribute the poor performance of corporate enterprises, as and when it is observed to inefficient management of the enterprises. The effectiveness of an enterprise can be judged based on the degree of success achieved by it in fulfilling the enterprises objectives. In this context, one of the important differences between the private enterprises and the public enterprises.

Thus, in the case of private enterprises focus of various short-term and long-term objectives is primarily on profit maximization, whereas in the case of public enterprises the objective to be persuade are many, diversified and often conflicting. This makes the managerial tasks in the public enterprises more complex. Moreover, it should also be noted in this connection that one of the distinguishing features of the public enterprises management in developing countries is the crucial role played by a critical evaluation of their overall performance in molding the managerial tasks and developing a unique managerial culture in these enterprises. It is evident, therefore, that a strong relationship is likely to exit between the managerial effectiveness and overall enterprises performance in the case of public enterprises.

It should not be surprising if an analysis of the growth of public enterprises in developing countries clearly reveals that, more than invest able funds and other resources; it is the availability of effective managerial personnel, which becomes the critical constraint in the rapid growth of public enterprises. In fact, it is often stated that managers are the most expensive and the most critical resources in operating any
business enterprises. Moreover, it is also the resources that depreciates rapidly and needs a more or less constant replenishment, which is essential for maintaining a high degree of managerial effectiveness, can take place mainly through a more or less continued updating and developing of the knowledge and skills of the managers operating at various levels.  

4.16 IMPACT OF EDUCATION IN SOCIETY

Education is a process as well as a produce. To create good products out of education it must be consistent with the qualitative process of methodologies. Therefore, the educational systems as a whole depend upon human nature, whether philosophical, psychological, sociological, physiological, biological, environmental, etc. All these changes are endogenous in man. Besides, man as a social being is impelled to involve in, desirable social changes, and to pursue them in all human activities whether education or not. It is especially true about education because education is an intellectual human activity. Otherwise, education will be kept aloof from society. Such an unconcerned education in social arena will be detrimental instead of functioning as a beneficiary to the society. Education must have a good method in its system, especially in teaching and learning, so that effective and desirable end products are evolved. Hence, quality improvement in educational methodology, whether in teaching or learning, often comes under the purview of educational reconstruction.

Some modern developments have taken place in educational methodology revamping the entire systems. Especially, teaching and learning methods have been deeply and widely influenced by the impacts of psychological precepts. It has been proved to be true that education is at the mercy of psychology. Teaching and learning processes have now become dynamic, aspirational, goal-oriented, innovative and novel due to experimentation in psychological laboratory. Without application of psychological principles, education becomes monotonous, and something like barren. Education as the process of bringing about behavior changes in the recipients, can be realistic only through qualitative teaching and learning by prospective methods.
The traditional methods in teaching as well as learning; call for drastic changes in the modern age. The expansion of knowledge and aspirations of generations are developing in these years of fast changing world. The furore of quantity and quality in education needed for the time has posed a serious problem in education. The globalization and equalization of educational opportunities have emerged as a vital democratic concept. Hence in any democratic institution. These conditions are bound to bring about innovative changes in teaching-learning methods. Therefore; innovation in teaching and learning methods are growing with a steady progress in the present system of education.24

4.17 MANAGEMENT OF EDUCATION SYSTEM

The central purpose of administration in any organization is that of co-ordinating the efforts of people toward the achievement of its goals. In education these goals have to do with teaching and learning. Thus, administration in an educational organization has as its central purpose the enhancement of teaching and learning. All activities of the administrator—whether working with the public, the board of education, or the professional staff—should, ultimately, contribute to this end.

To enhance teaching and learning, administrators are required to perform three major kinds of activities: (1) to discern and to influence the development of goals and policies basic to teaching and learning; (2) to stimulate and to facilitate the planning and operation of appropriate programs for teaching and learning; and (3) to procure and manage personnel and material to implement the programs of teaching and learning. Modernization consists in the capacity to improve the co-ordination of administrative action and to assimilate the new management methods and techniques, because of the very scope and diversity of management operations. The improvement of co-ordination is based on improving the process of planning the development of education. Planning, by definition, makes it possible to look for and introduce the rationality needed for decision making, defining priorities for strategic action and making use of the available resources. From this point of view, the purpose of co-ordination calls for unity in designing policies and strategies for educational development, as well as diversity in its implementation.25
REFERENCES


