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# SYLLABI-BOOK MAPPING TABLE

## Counselling at Workplace

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Syllabi	Mapping in Book
<p><b>Unit I</b> <b>Counselling:</b> Introduction, historic perspective, activities of counsellor, basic principles, future direction of the profession, counsellors' work setting, industrial settings, training programs for counsellors in industrial setting, the role and functions of counsellors in industry. <b>Counselling Skills for Managers:</b> Models of workplace counselling, basic counselling skills, an integrative model of counselling.</p>	<p><b>Unit 1: Counselling and Counselling Skills for Managers</b> <b>(Pages: 3-18)</b></p>
<p><b>Unit II</b> <b>Employee Stress and Counselling:</b> Employee stress, definition, symptoms of stress, extreme products of stress, burnout, trauma, workplace trauma, causes of stress, job related causes. Frustration: Sources of frustration, stress and job performance, stress vulnerability, stress threshold, perceived control, type A and B people. <b>Employee Counselling:</b> Need for counselling, counselling types, directed, non-directed, participative counselling.</p>	<p><b>Unit 2: Employee Stress and Counselling</b> <b>(Pages: 19-33)</b></p>
<p><b>Unit III</b> <b>Counselling for Career Planning and Decision Making:</b> Definitions, changing nature of work, theories of career development, implications of career theories for counsellors. Principles of career planning in schools, role of counsellor in students' career development, techniques for career planning, computerized career assistance system, types.</p>	<p><b>Unit 3: Counselling for Career Planning and Decision Making</b> <b>(Pages: 35-54)</b></p>
<p><b>Unit IV</b> <b>Human Assessment for Counselling:</b> Selecting a test, types of standardized tests, developing a testing program, guidelines for human assessment, observation, observation instruments, developing the rating scale, DSM, IV, TR, self reporting, group assessment techniques, ecological assessment, records.</p>	<p><b>Unit 4: Human Assessment for Counselling</b> <b>(Pages: 55-83)</b></p>
<p><b>Unit V</b> <b>Employee Counselling:</b> Personality and leadership development, team building, theory X, Y and Z, counselling for problem behaviours, absenteeism, smoking, alcoholism, gambling, theft, enhancing spouse relationship, enhancing parent child relationship, improving community relationship, counselling for management of emotional problems of employees, anxiety management, anger management, depression management, management of sex related problems.</p>	<p><b>Unit 5: Employee Counselling</b> <b>(Pages: 85-109)</b></p>

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**Unit VI**

**Industrial Behaviour Modification:** Introduction to industrial behaviour modification, behaviour modification techniques, productivity schedules of reinforcement in business and industry, behaviour modification in the industrial and organizational environments, modifying at the employee, supervisory and management levels.

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**Unit 6:** Industrial Behaviour  
Modification  
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# INTRODUCTION

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Counselling is a process of sharing thoughts and feelings in confidence with someone (called counsellor in professional terms) who is objective and who is a good listener. Counselling is a cooperative process where counsellors do not solve people's problems, but rather serve to enhance the efforts the person is already making by discussing new approaches to solve a problem, by giving the needed information, by helping to clarify thoughts and feelings, or just through listening.

*Counselling at Workplace* provides information about different types of counselling with special focus on counselling at workplace.

Unit 1 briefs you about the definition, meaning and basic principles of counselling. The unit also explains the role of counsellors and the importance of counselling skills for managers.

Unit 2 throws light on employee stress, its consequences and the extreme products of stress. The unit briefs about different types of counselling to deal with employee stress.

Unit 3 discusses the changing nature of work, role of counsellors in career development, techniques of career planning and computerized career assistance system.

Unit 4 talks of humans assessment tests. These tests are done to assess the subject before the actual counselling is undertaken. The unit describes different types of tests and where they are applicable.

Unit 5 focuses on how counselling can be helpful in developing the personality, leadership skills and team building. This unit also provides a comprehensive coverage of how problem behaviours like alcoholism, compulsive gambling, etc., can be tackled through counselling. The unit further discussed the relationship problems such as spouse relationship, parent-child relationship, and community relationship problems, and how they can be resolved.

Unit 6 specially focuses on behaviour modification in industrial settings, positive and negative reinforcements. It also underscores the importance of behaviour modification at supervisory and managerial levels and the need of counselling skills for managers and supervisors.

Each unit in this book is supplemented with Summary, Key Terms, Answers to 'Check Your Progress', Questions and Exercises and Further Reading sections to aid the student in preparation.

## NOTES





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# UNIT 1 COUNSELLING AND COUNSELLING SKILLS FOR MANAGERS

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## NOTES

### Structure

- 1.0 Introduction
- 1.1 Unit Objectives
- 1.2 Historical Perspectives
  - 1.2.1 Definition and Meaning of Counselling
  - 1.2.2 Definition of Workplace Counselling
- 1.3 Activities and Responsibilities of a Counsellor
- 1.4 Basic Principles of Counselling
- 1.5 Directions for the Future Counselling Profession
- 1.6 Counsellor's Work Setting
- 1.7 Training for Professional Counsellors
- 1.8 Counselling in Industrial Settings
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## 1.0 INTRODUCTION

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Counselling is a process intended to help people take effective control of their daily lives. It is a process of sharing thoughts and feelings in confidence with someone who is objective and who is a good listener. Counselling is cooperative where counsellors do not solve people's problems, but rather serve to enhance the efforts the person is already making by discussing new approaches to solving a problem, by giving needed information, by helping to clarify thoughts and feelings, or just through listening.

In this unit, you will learn about counselling, its background and the scope of this profession. You will also learn various functions of a counsellor, his work settings and role in industry.

## NOTES

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### 1.1 UNIT OBJECTIVES

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After going through this unit, you will be able to:

- Describe counselling at workplace
- Examine the future of this profession
- Understand the role of counsellor in industry

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### 1.2 HISTORICAL PERSPECTIVES

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Counselling has been playing a vital role in almost everybody's life since time immemorial. Good teachers always try to provide assistance to students in order to help them overcome problems of learning and adjustment. This is done to achieve optimum development, growth and profitable placement of the student. In the ancient universities of India, like Nalanda and Taxila, the learned monks were occupied with guidance and counselling.

Counselling has existed with the existence of communication and relationship among people. There is a human bond that transcends all familial relations. Wherever some kind of communication takes place, a kind of psychological understanding develops between people. People also develop different kinds of relationships with each other at workplace where they spend most of their time.

#### 1.2.1 Definition and Meaning of Counselling

There are several definitions of 'counselling' formulated by the professionals. The term 'counselling' includes work with individuals and with relationships which may be developmental, crisis support, psychotherapeutic, guiding or problem solving. The task of counselling is to give the 'client' an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully (BAC, 1984).

Counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of life, and to learn to reach their self-determined goals through meaningful, well-informed resolution of problems of emotional or interpersonal nature (Burks and Steffire, 1979: 14).

A principled relationship characterized by the application of one or more psychological theories and a recognized set of communication skills, modified by experience, intuition and other interpersonal factors, to clients' intimate concerns, problems or aspirations. Its predominant ethos is one of facilitation rather than of advice-giving or coercion. It may be of very brief or long duration, take place in an organizational or private practice setting and may or may not overlap with practical, medical and other matters of personal welfare. It is both a distinctive activity undertaken by people agreeing to occupy the roles of counsellor and client. It is a

service sought by people in distress or in some degree of confusion who wish to discuss and resolve these in a relationship which is more disciplined and confidential than friendship, and perhaps less stigmatizing than helping relationships offered in traditional medical or psychiatric settings (Feltham and Dryden, 1993:6).

From the above definitions it is observed that counselling has different meaning for different people; for example, Burks and Steffire (1979) place emphasis upon the idea of 'professional' relationship, and the importance of 'self-determined' goals. The BAC definition stresses upon exploration and understanding rather than action. Feltham and Dryden (1993) point out the similarities between counselling and other forms of helping, such as nursing, social work and even everyday friendship. The existence of such contrasting interpretations and definitions arises from the process by which counselling has emerged within modern society. Counselling evolved and changed rapidly during the 20th century, and contains within it a variety of different themes, emphases, practices and schools of thought.

## **NOTES**

### **1.2.1.1 Relationship between counselling and psychotherapy**

There can be many similar products available in the market that offer the client almost the same service. One version of counselling is 'psychotherapy'. It is provided by people who have a background in medicine. They are highly trained professionals. Though psychotherapy is a lengthy process, nowadays people are interested in a 'brief' form of psychotherapy. These consist of a series of ten or twelve sessions. Freudian classical psychoanalysis is the most expensive and exclusive version of psychotherapy.

Psychotherapy and counselling are different in the sense that psychotherapy refers to a more fundamental, deeper process of change when clients are more disturbed. Though counsellors and psychotherapists use similar approaches and techniques to solve the problem, they have to use different titles depending upon the demands of the agencies they are working for. Moreover, the term psychotherapy is mostly used in medical settings like hospitals, psychiatric units, whereas the term counselling has been designated for the experts working in educational settings such as schools, colleges or student counselling centers, etc.

Counselling and psychotherapy are also different on the basis of the experts involved. Counselling is mostly carried out by volunteers who are willing to serve the society. But psychotherapy is an exclusively professional occupation.

### **1.2.1.2 Counselling and other helping professions**

The term *counselling psychologist* is also widely used to refer to the same profession. Here the counsellor possesses the degree and training in psychology and counselling. A counselling psychologist is a person who uses psychological techniques and models to remedy his or her client's problems. These practitioners are different from others in the sense that they have specialized training and expertise in their particular field with a general counselling training. It is systematic and scientific in nature because it involves principles of science.

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Counselling can also be offered by parents, teachers, relatives or close friends; for example, a student may confide in a teacher with whom he feels safe and comfortable to share his problems and anxieties. A doctor may find himself giving emotional support to the spouse of a patient who is terminally ill. In these cases, it can be seen that a teacher and a doctor are using counselling skills without being professional counsellors. It is important to clarify that in counselling or psychotherapy there is a formal contract with the client who is not related to the counsellor otherwise.

### 1.2.2 Definition of Workplace Counselling

According to Freud:

‘No other technique for the conduct of life attaches the individual so firmly to reality as laying emphasis on work; for his work at least gives him a secure place in a portion of reality, in the human community. The possibility it offers of displacing a large amount of libidinal components, whether narcissistic, aggressive or even erotic, on to professional work and on to the human relations connected with it lends it a value by no means second to what it enjoys as something indispensable to the preservation and justification of existence in society.’

(Freud, 1930/ 1961, p.80)

Workplace counselling has its origin in work itself. It is a topic of the post industrial era. When people spend a lot of time together, problems abound to arise, this kind of work dysfunctions are not new. Work or productive accomplishment, has long been considered a critical component of an individual’s positive mental health. As Thomas Edison said, ‘As a cure for worry, work is better than whiskey’ (cited by Bohle, 1967, p. 453).

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## 1.3 ACTIVITIES AND RESPONSIBILITIES OF A COUNSELLOR

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The most prominent thing in today’s society is stress and stress-related disorders. For the first time people have numerous options in today’s hi-tech world and when they are expected to make a choice they are unable to do so. This creates tension. A need to manage oneself in all aspects of life has become a necessity of the modern lifestyle. In this situation, a person who can lend support and fill us with positive energy is a natural choice. Considering this, a counsellor has a diverse purpose to serve. The activities of a counsellor are listed as follows:

- **Insight:** The first activity of a professional counsellor is to help the employees gain insight into the origins and development of their emotional difficulties, so that the individual is at ease with his colleagues, family members and society. The employee should be able to control his emotions and behaviour to bring out positive results.

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- **Mutual trust:** The counsellor should have a trusting relationship with the employees and enable them to maintain meaningful and satisfying relationships with other people at the workplace and also at home.
- **Self-awareness:** Problems also arise when people are not aware of their own feelings or emotions or when the expression of the same is denied. Counsellors also assist them in becoming aware of their own emotions and feelings. They are made to understand their own self.
- **Self-acceptance:** Employees are also taught to develop positive attitude about self. They are also made to accept their strengths and weaknesses; for example, situations where they experience praise and admiration and also where they experience rejection and negativity.
- **Self-actualization:** One should be taught to integrate one's conflicting self and made to understand self worth and actual realization of capacity to achieve the desired targets.
- **Enlightenment:** Where the individual is helped to achieve a higher stage of awakening.
- **Problem-solving:** When the client is unable to find solution to some problem the counsellor shows various viable ways to resolve it. The client is helped to acquire a general competence in problem solving.
- **Psychological education:** Employees are trained to learn some basic skills to alter or modify their troublesome behaviour.
- **Acquisition of social skills:** Employees are also provided some training to improve their social and interpersonal skills such as maintaining good interpersonal relationships, healthy and positive discussions, anger control, assertiveness, etc.
- **Cognitive change:** Through cognitive change, maladaptive patterns of thought or irrational beliefs often associated with self-destructive behaviour are modified or replaced.
- **Behaviour change:** Through counselling, the counsellor also tries to modify the maladaptive or destructive behaviour. Unhealthy and negative behaviour patterns are replaced by constructive or positive behaviour patterns.
- **Systemic change:** Changes are introduced in the social systems when need arises. Here social systems mean families, schools, etc.
- **Empowerment:** The counsellor works to enhance the knowledge, skills, attitudes and awareness of the client so that the client can understand and modify the objectionable behaviour himself.
- **Generativity and social action:** The employees or clients are encouraged and inspired to work for or take care of other people also. They are also motivated to pass their knowledge to others (generativity) and also to contribute towards the welfare of the society. All the above-mentioned functions cannot be performed by a single counsellor or a single counselling approach. Psychodynamic counsellors focus more on insight whereas

## NOTES

humanistic counsellors pay more attention to self acceptance and personal freedom. Management and control of behaviour is emphasized by cognitive behavioural therapists. However, any counselling approach must have enough flexibility to accommodate the therapeutic relationship as a tool for the client to be used to explore those dimensions which are most relevant for his well-being.

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### 1.4 BASIC PRINCIPLES OF COUNSELLING

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Since counselling is based on client-counsellor relationship, there are certain principles which are basic to this profession. These are:

- 1. Thrust on listening:** Listen carefully to the client and try to understand their problem, the emotions they are experiencing and the way they perceive it. The counsellor should not make any premature interpretations or propose any remedy before hearing the complete problem. There are many clients who just want to be heard and not advised.
- 2. Gradual change:** Modifying or changing behaviour patterns should be gradual and not sudden. At times people find security in repeating the same behaviour even if it causes trouble. Changing or replacing unhealthy behaviour with healthy pattern of behaviour is the most difficult task. One behaviour is almost always attached with another behaviour. Changing or modifying one's behaviour also changes the behaviour which is associated with it and causes imbalance. Rate of behaviour change varies with people. It depends upon how well people adapt to the changed behaviour and the imbalance caused by the change. Usually people resist to change and this resistance to therapeutic change is but natural. It is important then if such resistance to change occurs, the therapist should not take it personally.
- 3. Mutual respect:** All clients irrespective of his problems should be treated with respect. Successful therapy depends upon this basic element. A counsellor should not be biased about the client's values, beliefs or behaviour, rather he should keep aside his personal likes or dislikes and treat the client with respect.

In some work settings this basic principle is not followed where the staff is inadequately trained and overstressed but a good and effective counsellor must keep this principal in mind at all times.

#### **Empathy and positive regard**

According to Carl Rogers, empathy and regard go along with respect and effective listening skills. Empathy means listening and understanding the feelings of the other person (in this case your client) and positive regard is a form of respect. Rogers calls this 'unconditional positive regard'.

**Clarification, confrontation, interpretation:** These techniques are advanced therapeutic interventions. Clarification is utilized at a basic level. Through

clarification, the therapist attempts to restate what the client is either saying or feeling in order to make the client learn and understand the issue better. Confrontation and interpretation are more advanced principles.

**Transference and counter-transference:** This process is related to projection. A client may understand transference reactions which can help him gain understanding of important aspects of his emotional life. Counter transference refers to the emotional and perceptual reactions of the therapist which he has towards the client.

## NOTES

### CHECK YOUR PROGRESS

1. Define counselling.
2. Who is a counselling psychologist?
3. Who is a counsellor in general?
4. What are most common problems of the clients?

## 1.5 DIRECTIONS FOR THE FUTURE COUNSELLING PROFESSION<sup>1</sup>

The following principles are the future directions for the profession of counselling.

- The counselling profession shall present a clear definition of counselling to the public.
- It shall promote optimum health and wellness for those served as the ultimate goal for counselling interventions.
- The profession shall focus on a body of core knowledge and skills shared by all counsellors.
- It shall speak with a united voice at the state and federal levels.
- It shall have the highest respect for all counselling specialties.
- Counsellor education programs shall reflect a philosophy that counselling is a single profession with specialized areas of training.
- Counselling accrediting bodies shall reflect a philosophy that counselling is a single profession with specialized areas of training.
- The profession shall develop a fluid process allowing new specialties to emerge and existing specialties to evolve naturally and merge as developmentally appropriate.
- It shall develop an outreach/marketing process that reflects a shared identity.

<sup>1</sup> These strategies are developed from *20/20: A Vision for the Future of Counselling —Ideas for Future Action and Discussion*.

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- The profession shall conduct ongoing outreach to ensure that the public understands who professional counsellors are, the credentials and skills they possess, and how their services are uniquely different.
- Professional counselling organizations shall involve front-line practitioners at all policy and decision-making levels.
- It shall speak with a united voice when educating the health care insurance industry and advocating for counselling, counsellors, or clients.
- It shall offer ongoing education and training for counsellors to encourage client and student advocacy.
- Professional counselling organizations shall collaborate to identify an advocacy project that would be completed annually within a selected community.
- The counselling profession shall investigate and delineate the best organizational structure for the future of counselling.
- It shall establish common preparation standards and a single training model to be used by all counsellor preparation programs.
- It shall establish uniform licensing standards with LPC as an entry-level title for counsellor licensure.
- It shall create interest in research by practitioners and students.
- It shall emphasize both qualitative and quantitative outcome research.
- Outcome research shall focus on delineating the counselling modalities that work best in different counselling settings and with particular counselling clients.
- Outcome research shall delineate best practices in counsellor preparation.
- This profession shall encourage evidenced-based, ethical practices as the foundation for counsellors-in-training, and for professional counsellor interventions across settings and populations served.
- It shall work with undergraduate programs to educate students about graduate work in counselling.

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### 1.6 COUNSELLOR'S WORK SETTING

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Ever since the great psychoanalyst Sigmund Freud had a couch for his clients during his psychotherapy sessions, the setting of a counsellor's workplace caught attention of every practitioner in this field. As a general practice, people should be criticized in private and praised in public. However, there are some people may get embarrassed by unexpected public praise, and so one needs to be careful and use his own judgment while delivering positive feedback. It is advisable first to let a person know they have done a good job and then, for



example, to tell them that you intend to mention this at the next meeting. Where formal counselling is to be done, the discussion should ideally be held in a place which is private and free from distractions. Your office, if you have one, may be appropriate but, in some situations, a more neutral meeting place away from the immediate work area may be preferable.

Whenever possible, a suitable time and sufficient notice should be agreed in advance for the discussion to allow both the counsellor and the staff member to prepare adequately.

While it is desirable for a person to be given sufficient notice to prepare for a counselling session, there may be occasions when it is observed that a person's behaviour needs immediate action, particularly when the behaviour is causing distraction to other staff.

In a counselling discussion usually a manager or supervisor and a staff member are present but, in some situations, a person may request the presence of a support person or independent observer. The counsellor may also wish to have an observer present. Such a person or persons attending a session in this capacity would not participate in the discussion and their presence and role should be clarified before the session starts. A counsellor's work setting changes according to his or her professional specialization. Guidance counsellors work mostly in schools and colleges, where they usually have an office, but they can also work actively in classrooms. Some guidance counsellors work in a private practice or maintain an independent advisor or consultant berth. Others may work in a community or state government organization.

Most of the career counsellors work in an office where they can see clients throughout the day. Frank discussions need privacy with clients. Guidance counsellors usually have private offices where they can confidentially discuss career options with their clients.

Other career counsellors also work in state government offices such as the unemployment office, where they advise adults who are entering or re-entering the workforce or who may have been terminated and are looking for work.

The counsellor's work schedules depend upon their occupational area and work setting. School counsellors work the traditional 9 to 10-month school year with a 2 to 3-month vacation, but increasing numbers are employed on 11-month or full-year contracts, particularly those working in middle and high schools. They usually work the same hours as teachers, but they may travel more frequently to attend conferences and conventions. College career planning and placement counsellors work long and irregular hours during student recruiting periods.

## NOTES

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## 1.7 TRAINING FOR PROFESSIONAL COUNSELLORS

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### NOTES

Counsellors get training in graduate programs. There are various programs in counselling such as Ph.D., Psy.D. or Ed.D. Almost all doctoral programmes take 5–6 years to complete. Graduate degree in counselling psychology includes coursework in statistics, general psychology and counselling practice, and research. At the end of their graduate training, students must complete an original dissertation. Also, students have to complete a one-year full-time internship from an accredited center before they are awarded their doctorate. They can have a license to practice, counselling psychologists have to pass a standardized exam and gain clinical experience under supervision and apart from a formal degree, counsellors are expected to be fit to perform their task of counselling. This is common to all work, which is why there are occupational health systems and legal and medical opinions on fitness to work. Whether the therapist is a volunteer, in training or fully paid with many years experience, they must be fit for the task, so that the people they 'help' can have reasonable confidence in the 'treatment' they will receive.

Counsellors are required to maintain their ability to perform competently and to take necessary steps to do so. In more specific terms, difficulties frequently mentioned in Codes of Ethics are alcohol, drugs, physical and mental health, personal stress, and incapacity due to personal circumstances.

**Alcohol:** Alcohol is a chemical that alters physical and mental functioning by altering the state of consciousness. Because it has a depressive effect, initially depressing the judgment and inhibitions of the individual, it is possible that the person himself is least aware of any effect that alcohol may be having on him. The implication for therapists is that caution should be exercised over any drinking during the working day. It takes the body approximately one hour to excrete a unit of alcohol through the liver, so a pint or a couple of glasses of wine at lunchtime is still being processed while the first afternoon client is seen.

**Drugs:** Here comes the issue of prescribed and non-prescribed drugs. Counsellors may be taking prescribed drugs such as strong analgesics while being unaware of their potential effect on psychological awareness. A more difficult issue is what to do if a therapist is taking mood-altering drugs such as antidepressants for a period of time. We are used to thinking through issues of clients using medication—whether the therapeutic work can be continued with them during this period or not. Counsellors should never work while taking any such medication.

### **Personal stress**

This can end up as a kind of illness in terms of symptoms—tiredness, poor concentration, disturbed sleep and appetite, headaches, addictive behaviour. It can become obvious to clients, and perhaps less obvious to the practitioner, as there may be denial of the stress itself and therefore of the symptoms. Causes are often out of the person's control, but in this sort of work they may affect the

capacity to be sufficiently present for the client. The individual's support mechanisms, personal characteristics, stress management techniques all come in to play when attempting to decide levels of fitness. The counsellor should refrain from practicing when their fitness to practice is impaired.

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### 1.8 COUNSELLING IN INDUSTRIAL SETTINGS

Starting counselling in industrial setting means giving sanctions to the employees to raise voice when something is amiss. It is a very good move and it also has implications for change. It is a supportive step and is intended to provide all-round development of the individual employee. There are many reasons to have counselling programmes in industrial settings. These are:

- 1. Quality of work life:** Employees can talk about their personal as well as professional problems confidentially to a counsellor. A trained counsellor can focus on the problem and its possible solutions. As soon as the counsellor diagnoses the problem of an employee, the search for solutions become easy. After getting there problems solved, the employee will feel better and relaxed. He will be filled with renewed energy and improve his performance at work.
- 2. All-round growth and development:** At the very core, psychotherapy and counselling are intended towards the change of human personality for good. When people come to know about their limitations, they are eager to overcome these personal limitations by making themselves open to positive change.
- 3. Improved work culture:** Counsellor can also have an influence on the organization/industry by highlighting its malpractices regarding leaves, illness, compensation, transfer, separation and many other aspects. Once the company is made aware of its policy problems it can modify its policies to suit its workforce, hence solving their company related problems and make the company a better place for the employee to work.

Workplace counsellors gradually come to know the industry inside out. In the due course of providing counselling services to the industry they know each and every policy of the industry and flaws and malpractices also. This is the reason why many industries refrain from appointing counsellors from agencies. Workplace employees may come to know how the organizations are negatively affecting the well-being of many employees; for example, Egam and Cowen (1979) discuss the difference between: (i) Supporting clients and enabling them to regain composure, confidence, belief, etc., and (ii) Seeking to identify and then influence the root causes that are leading to client distress in the first place.

#### 1.8.1 Training programmes for Counsellors in Industrial Setting

Counsellor's knowledge and skill play a significant role in understanding and handling other's problems effectively. The counsellor can be a psychiatrist, a

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psychologist, a psychotherapist or a social worker who is trained in counselling. A person practicing counselling has to be mature, experienced and should be able to handle the people's problems with certain level of expertise.

### **1.8.2 Role and Functions of Counsellor in Industry**

A counsellor can improve the KSAs (Knowledge, skill and attitude) of employees. He can improve the organizational culture and climate for organizational learning and development. He can help employees improve their self-awareness regarding their attitudes and behaviour to make them more effective as an individual as well as an employee. Many problems at work arise from an employee's personal life rather than just the work life. Our professional life and personal life are not mutually exclusive; rather, they influence each other. Counselling is an effective and preventive people management strategy for organizations to help employees better manage stress, personal or work related problems.

### **1.8.3 Advantages of Counselling to the Organization**

- Counselling leads to reduced rate of accidents, turnover, burnouts and absenteeism.
- Counselling also results in improvement in employee performance and therefore increase in productivity.
- Counsellor can play the role of a business partner to manage behavioural problems brought about by organizational changes.

A counsellor can train people in managing themselves and improving their personal growth and development.

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## **1.9 COUNSELLING SKILLS FOR MANAGERS**

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In this section we will focus on models of workplace counselling, basic counselling skills, and an integrative model of counselling. The field of counselling psychology developed in the mid-20th century. At that time training models included Human Relations Training by Carkuff, Interpersonal Process Recall by Kagan, and Microcounselling Skills by Ivey.

The training models of the modern time include Hill's three stage (exploration, insight, and action) model and Egan's Skilled Helper model. Recent studies on counsellor training found that instruction, modeling, and feedback are common elements of most training models and trainees need to make medium to large efforts.

### **1.9.1 Supervision Models and Research**

The way there are models of how clients and therapists interact, there are also models of the way therapists and their supervisors interact. Bordin proposed a model of supervision working alliance similar to his model of therapeutic working alliance. The Model of Integrated Development considers the level of a supervisee's

## NOTES

autonomy, motivation/anxiety, and self awareness. According to the Systems Approach to Supervision the relationship between supervisor and supervisee is very important in addition to characteristics of the supervisee's personality, counselling clients, training setting, as well as the tasks and functions of supervision. The Supervision model focuses on the critical events in that occur between the supervisor and supervisee.

In an integrative approach various approaches to counselling and psychotherapy are fused together to learn more and widen the spectrum of the therapist. It is different from the single school approach in the sense that it selects the concepts and methods that will benefit the clients from diverse systems.

The integrative approach is a creative mix of the contributions made by different conceptual orientations. In other words, it is a dynamic integration of various techniques and concepts that fit to the style and personality of an individual practitioner.

In the early 1980s, the integrative approach of psychotherapy developed rapidly. This integrative approach is based on combining the best concepts of different orientations to develop more effective and complete theoretical models to have effective treatments (Goldfried & Castonguay, 1992). The Society 272 emerged as an international organization in 1983 to explore more on the integrative approach. It involves professionals as members who are working to develop new therapeutic approaches that transcend single theoretical orientations. One reason for the trend toward psychotherapy integration is the recognition that no single theory is comprehensive enough to account for the complexities of human behaviour, especially when the range of client types and their specific problems are taken into consideration. Because no one theory has a patent on the truth, and because no single set of counselling techniques is always effective in working with diverse client populations, some writers think that it is sensible to cross boundaries by developing integrative approaches as the basis for future counselling practice (Lazarus, 1996). A large number of therapists identify themselves as 'eclectic,' and this category covers a broad range of practice. Perhaps at its worst, eclectic practice consists of haphazardly picking techniques without any overall theoretical rationale. This is known as syncretism, wherein the practitioner, lacking in knowledge and skill in selecting interventions, grabs for anything that seems to work, often making no attempt to determine whether the therapeutic procedures are indeed effective. Such a hodgepodge is no better than a narrow and dogmatic orthodoxy. Pulling techniques from many sources without a sound rationale can only result in syncretistic confusion (Lazarus, 1986, 1996; Lazarus, Beutler & Norcross, 1992).

There are so many ways to achieve an integrative approach to counselling practice. Some common ways are technical eclecticism, theoretical integration, and common factors (Arkowitz, 1997). Technical eclecticism tends to give emphasis on differences, chooses from many approaches, and is a collection of techniques.

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This path calls for using techniques from different schools without necessarily subscribing to the theoretical positions that spawned them. Whereas, theoretical integration refers to a conceptual or theoretical creation beyond a mere blending of techniques. This path has the goal of producing a conceptual framework that synthesizes the best of two or more theoretical approaches under the assumption that the outcome will be richer than either of the theories alone (Norcross & Newman).

Although the theories are different, there is a common core of counselling comprised of general variables which are common to all therapeutic techniques. The approach of attempting to search *common factors* looks across different theoretical systems to find common elements.

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### 1.10 SUMMARY

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- Counselling is designed to help clients to understand and clarify their views of their life, and to learn to reach their self-determined goals through meaningful, well-informed resolution of their problems of emotional or interpersonal nature.
- One version of counselling is 'psychotherapy' which is provided by people who have a background in medicine. They are highly trained professionals.
- A *counselling psychologist* possesses the degree and training in psychology and counselling. A counselling psychologist is a person who uses psychological techniques and models to remedy his or her client's problems. These practitioners are different from others in the sense that they have specialized training and expertise in their particular field with a general counselling training.
- General counselling can also be offered by parents, teachers, relatives, doctors or close friends. Stress and stress-related disorders have become the most prominent issues in today's fast-paced society. Today people have numerous options to deal with these problems.
- Since counselling is based on client-counsellor relationship, there are certain principles which are basic to this profession. These principles include listening to the clients carefully; believing in gradual change; mutual respect; empathy and regard; and clarification confrontation and interpretation.
- Depending upon the type of clients a counsellor deals with, proper setting should be selected. The counsellor can be a psychiatrist, a psychologist, a psychotherapist or a social worker who is trained in counselling. A person practicing counselling has to be mature, experienced and should be able to handle the people's problems with certain level of expertise.
- Counsellors are required to maintain their ability to perform competently and to take necessary steps to do so. In more specific terms, difficulties frequently mentioned in Codes of Ethics are alcohol, drugs, physical and mental health, personal stress, and incapacity due to personal circumstances.

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## 1.11 KEY TERMS

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- **Counselling psychologist:** Uses psychological techniques and models to remedy his or her client's problems
- **Counsellor:** Can be a psychiatrist, a psychologist, a psychotherapist, a doctor, a human resource professional or a social worker who is trained in counselling

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## 1.12 ANSWERS TO 'CHECK YOUR PROGRESS'

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1. Counselling involves advice given to the clients to help them understand and clarify their views of their life, and to learn to reach their self-determined goals through meaningful, well-informed resolution of their problems of emotional or interpersonal nature.
2. A counselling psychologist is a person who uses psychological techniques and models to remedy his or her client's problems. These practitioners are different from others in the sense that they have specialized training and expertise in their particular field with a general counselling training.
3. The counsellor can be a psychiatrist, a psychologist, a psychotherapist, a doctor, a human resource professional or a social worker who is trained in counselling. A person practicing counselling has to be mature, experienced and should be able to handle the people's problems with certain level of expertise.
4. The most common problems of clients are alcoholism, drug abuse, physical and mental health, personal stress, relationship problems, choosing an educational course, and incapacity due to personal circumstances.

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## 1.13 QUESTIONS AND EXERCISES

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### Short-Answer Questions

1. Explain the relation between psychology and counselling.
2. Briefly explain the activities of a counsellor.
3. Briefly explain the principles of counselling.
4. List the directions for the future counselling profession.
5. What is the significance of a counsellor's work setting?

### Long-Answer Questions

1. Starting from the definition, explain responsibilities, principles and the scope of counselling in work places.

2. Explain in detail the counselling and training in the context of industrial settings.
3. Discuss the concept of counselling skill for managers.

## NOTES

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# UNIT 2 EMPLOYEE STRESS AND COUNSELLING

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## NOTES

### Structure

- 2.0 Introduction
- 2.1 Unit Objectives
- 2.2 Stress in Workplace
  - 2.2.1 Definition and Meaning of Stress
  - 2.2.2 Symptoms of Stress
- 2.3 Extreme Products of Stress
- 2.4 Causes of Stress
  - 2.4.1 Job Related Stress
- 2.5 Stress and Work Performance
- 2.6 Stress Vulnerability
  - 2.6.1 Stress Threshold
  - 2.6.2 Perceived Control
  - 2.6.3 Type A and Type B People
- 2.7 Employee Stress Counselling
  - 2.7.1 Need for Counselling
- 2.8 Counselling Types
  - 2.8.1 Directive Counselling
  - 2.8.2 Non-Directive Counselling
  - 2.8.3 Participative Counselling
- 2.9 Summary
- 2.10 Key Terms
- 2.11 Answers to 'Check Your Progress'
- 2.12 Questions and Exercises
- 2.13 Further Reading

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## 2.0 INTRODUCTION

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In this unit, you will learn about employee stress, its causes, symptoms and impact. Wherever there is disharmony between the employee's capabilities, job demands and rewards, it leads to stress. Stress is detrimental to both physical and mental health of the employee.

In this unit, you will also know the extreme products of stress and the types of counselling that are effective to counter the consequences of stress.

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## 2.1 UNIT OBJECTIVES

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After going through this unit, you will be able to:

- Describe employee stress, its causes and symptoms
- Understand extreme products of stress such as burnout, trauma and workplace trauma

- Explain the impact of stress on performance
- Understand various types of counselling

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### 2.2 STRESS IN WORKPLACE

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When there is a poor match between job demands and the capabilities, resources, or needs of the worker, workplace stress occurs. It is the harmful physical and emotional response that a human body and mind have towards handling contingent situations (NIOSH, 1999).

According to psychologists, extreme stressful conditions are detrimental to human health. 'Stress' is 'relative' in nature. Stress is normal when in moderation and, in many cases, proves useful. Stress is often thought of as a negative condition. Nowadays human activities have diversified rapidly. As a result, there are numerous causes and symptoms of stress and depression. Everybody suffers from stress at one point or the other. There are numerous conditions and situations which are valid causes of stress for example, pressure at workplaces, relationship demands, physical as well as mental health problems, traffic snarls, meeting deadlines, growing-up tensions, etc. Different methods of stress management are used by people. In some people anxieties and stress-adverse feelings induced by stress tend to persist and intensify. This urban malaise can be prevented by learning to understand and master stress management techniques.

#### 2.2.1 Definition and Meaning of Stress

According to the Oxford Dictionary, the word 'stress' is defined as 'a state of affair involving demand on physical or mental energy.' It can also be defined as a condition or circumstance (not always adverse), which can disturb the normal physical and mental health of an individual. In medical parlance 'stress' is defined as a perturbation of the body's homeostasis. This demand on mind-body occurs when it tries to cope with incessant changes in life.

Researchers define stress as a physical, mental, or emotional response to events that causes bodily or mental tension. Simply put, stress is any outside force or event that has an effect on our body or mind.

#### 2.2.2 Symptoms of Stress

The following signs might be noticed by people who are experiencing stress overload:

- People may suffer from anxiety or panic attacks
- People might feel pressured, hassled, and hurried
- Stress also gives rise to irritability and moodiness
- Physical discomfort such as stomach problems, headaches, or even chest pain, allergic reactions, such as eczema or asthma might be experienced by some people

- Stress also leads to problems like sleep disorders, alcoholism, smoking, overeating, or drug abuse

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## 2.3 EXTREME PRODUCTS OF STRESS

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### NOTES

People are affected by stress in different ways. Work stress can cause behavioural dysfunctions and many other health related problems. Work stress leads to poor physical and mental health.

Long-term or extreme stress can lead to psychiatric disorders resulting in absence from work and preventing the individual from being able to work again.

When people are under stress, they find it difficult to strike a balance between personal and professional life. They may even indulge in unhealthy activities, such as smoking, drinking and drug abuse.

When stress is mild or temporary most people recover or cope from its harmful effects quickly. But when stress is severe or long-term, people need professional help. Also extreme stress can cause burnout, trauma and workplace trauma.

- (a) **Burnout:** When stress goes beyond tolerance, the human body is unable to instantly rebuild its abilities to cope with the existing stress. Once the body's coping abilities are depleted, the individual becomes physically and psychologically weak and ill. The person is unable to counter the stressful situation. This is called *burnout*.
- (b) **Trauma:** The second extreme product of stress is trauma. It occurs when a person experiences any major threat to his own or his family security. The stressful condition would be a natural calamity or personal or professional crisis like loss of job, etc.
- (c) **Workplace trauma:** Workplace trauma can result from any event at the workplace such as jobless, ill treatment by the superiors, biased attitude of the management, which can have crashing effect of an individual etc. Workplace trauma can lead to mood swings in the employee. They can have difficulty in concentration, low level of work motivation, commitment, etc. the employee may resort to escapist behaviour, resulting in high absenteeism. Similar reasons of layoff, retrenchment, recession, role ambiguity, work overload, deadlines, etc., result in feeling of uncertainty, anger, annoyance and anxiety.

### CHECK YOUR PROGRESS

1. What is stress?
2. What can extreme stress cause?
3. What are the common causes of workplace stress?

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## 2.4 CAUSES OF STRESS

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### NOTES

An important first step in prevention is to examine and understand the causes of stress. Stressors are conditions that tend to cause stress. Usually, stressors combine to pressure an employee in a variety of ways but even a single stressor can cause major stress. The major source of employee stress are evenly divided between organizational factors and the nonwork environment. To control stress, then, organizations usually begin by exploring its job-related causes.

### 2.4.1 Job-Related Stress

Almost any job condition can cause stress, depending on an employee's reaction to it; for example, one employee will accept a new work procedure and feel little or no stress, while another experiences overwhelming pressure from the same task. Part of the difference lies in each employee's experiences, general outlooks and expectations, which are all internal factors.

Work overload and time deadlines put employees under pressure and lead to stress. Often these pressures arise from management and a poor quality of management are an automatic supervisor, an insecure job environment, lack of control over one's own job and inadequate authority to match one's responsibilities.

#### 2.4.1.1 Causes of workplace stress

A complex set of reasons cause job stress. Some most common causes of workplace stress are:

**(i) Demand for high performance:** In the time of corporate reorganizations, there are unrealistic expectations, which, sometimes, put unreasonable and unhealthy pressures on the employee. This can be a potent source of stress. Employees feel physically and emotionally drained constantly working with increased workload, extremely long work hours and intense pressure to perform at peak levels without any increase in the pay. Stress levels can also be increased by excessive travel and too much time away from family.

**(ii) Job insecurity:** Intense economic transformations and consequent pressures are making organized workplaces to go through metamorphic changes. Reorganizations, mergers, takeovers, downsizing and other changes have become major stressors for employees as companies are trying to live up to the competition for their survival, everyone from a CEO to a mere executive.

**(iii) Workplace culture:** Adjusting to the workplace culture can be intensely stressful, whether in a new or old company. Many a times, it is difficult for one to adapt to the various aspects of workplace culture such as hierarchy, communication patterns, dress code if any, workspace and most importantly working and behavioural patterns of the boss as well as the co-workers subtle conflicts with colleagues or even with superiors may arise due to maladjustment to workplace cultures. Office politics or gossips can be major stress inducers in many cases.

**(iv) Technology:** The advancement of technology such as computers, cell phones, fax machines and the Internet has led to increased expectations for speed and accuracy, productivity, and efficiency, increasing pressure on the individual worker to constantly operate at peak performance levels. Workers who work with heavy machinery have to go through constant stress to remain alert. The worker and their family members both live under constant mental stress. They also stay under constant pressure to keep up with technological changes and improvizations; employees are also forced to learn new software all the times.

**(v) Personal or family problems:** Employees with personal or family problems often carry their tensions and worries to the workplace. When employees are depressed, their unfocused attention or lack of motivation affects their ability to perform their job.

Additional stress factors for women: Apart from the common job stress, women may suffer from mental and physical harassment at workplaces. A major source of worry for women is sexual harassment in workplace since long. Women may suffer from tremendous stress such as 'hostile work environment harassment', which is defined in legal terms as 'offensive or intimidating behaviour in the workplace'. This can be unwelcome verbal or physical conduct. In job sectors these can be a constant source of tension for women. Also, family pressure, discriminations at workplaces, and societal demands add to these stress factors.

**(vi) Frustration:** This is a general emotional response to opposition; it arises when an individual perceives resistance to the fulfillment of his or her wishes. It is related to anger and disappointment; frustration is likely to be more when both the will and the obstruction are great. Causes of frustration may be *internal* or *external*. Internal frustration results when people experience challenges in fulfilling personal goals and desires, instinctive drives and needs. Also, frustration results when people deal with perceived deficiencies such as fear of social situations or a lack of confidence. Moreover, conflict is also an internal source of frustration; cognitive dissonance is created when one has competing goals which interfere with one another. conditions outside an individual constitute external causes of frustration, such as a difficult task or a blocked road. Some individuals may engage in passive aggressive behaviour while coping with frustration. In such cases it becomes difficult to identify the original cause of their frustration because of the indirect responses. A propensity towards aggression is a more direct and common response.

One of the most common reactions to frustration is aggression. Whenever people are aggressive, it is likely that they are reflecting frustrations that are upsetting them. Additional reactions to frustration include apathy, withdrawal, regression, fixation, physical disorder and substitute goals.

One also may develop a physical disorder such as an upset stomach or choose a substitute goal, such as becoming the leader of a powerful informal group in office politics. All of these are possible reactions to frustration.

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## NOTES

*Sources of frustration:* When an individual is experiencing frustration usually, the emotion is attributed to external factors which are beyond their control. Although due to internal factors (e.g., lack of effort, laziness) mild frustration occurs. It is often a positive force (inspiring motivation). Often it is a perceived uncontrolled problem that instigates more severe, and perhaps pathological, frustration. An individual who is suffering from pathological frustration often feels powerless to change the situation they are in. This leads to frustration and, if left uncontrolled, further anger.

Blocking motivated behaviour results in frustration. There are many different ways in which an individual may react. To overcome the barrier he may respond with rational problem-solving methods. He may become frustrated and behave irrationally if he fails to solve his problem. An example of blockage of motivational energy would be the case of the worker who wants time off to go fishing but is denied permission by his supervisor. Another example would be the executive who wants a promotion but finds he lacks certain qualifications. If, in these cases, an appeal to reason does not succeed in reducing the barrier or in developing some reasonable alternative approach, the frustrated individual may resort to less adaptive methods of trying to reach his goal. He may attack the barrier physically or verbally.

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## 2.5 STRESS AND WORK PERFORMANCE

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Across occupations, stress affects job performance and it is a common problem. The negative impact of stress on job performance which is called *distress* has been highlighted by many contemporary studies, mild stress enhances an employee's performance, it is known as *eustress*. Throughout the industrial world stress has become a common problem. Prevalence of stress over the years has increased, affecting a person's mental health and well-being. Study of organizational behaviour has shown that when exposed to stress over a long period of time a person might suffer from considerable health problems such as anxiety, headaches, backaches, gastrointestinal disturbances and depression. Behavioural changes such as excessive alcohol consumption, tobacco smoking and nervous disorders, obesity, heart diseases, diabetes, etc., are also results of stress. Job dissatisfaction also leads to stress, which results in reduced productivity (Madeline, 1983).

In the realm of work place stress a lot of research has been carried out and it has been emphatically proven that prolonged or intense stress leads to a negative impact on one's physical and mental well-being (*Health & Safety Executive*, 2001; Cooper *et al.*, 2001). Many work places have been known to experience more stress as compared to others but in all occupations, a fair degree of stress may be felt.

People experience more stress in some work places vis-à-vis others, in those occupations particularly where workers are expected to display emotions like nursing, social work, and teaching (Travers and Cooper, 1993, Cooper

*et al.*, 1999, Kahn, 1993, Young and Cooper, 1999). 'Burnout' is an extreme form of stress which is a stage when a person starts treating his clients as objects (depersonalization), evaluates himself negatively and feels emotionally exhausted (Sheena et al, 2005). In such extreme cases, there is drop in productivity and Performance has been known to dip considerably. This can be attributed to stress.

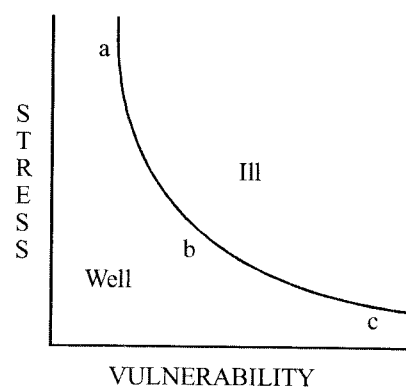
## NOTES

### CHECK YOUR PROGRESS

4. What is a stressor?
5. Define frustration.
6. What are distress and eustress?

## 2.6 STRESS VULNERABILITY

The stress vulnerability model was proposed by Zubin and Spring (1977). It proposes that an individual has unique biological, psychological and social elements. These elements include strengths and vulnerabilities for dealing with stress.



*Fig. 2.1 Stress Vulnerability Model*

In Figure 2.1 person 'a' has a very low vulnerability and consequently can withstand a huge amount of stress; however, solitary confinement may stress the person so much that they experience psychotic symptoms. This is seen as a 'normal' reaction. Person 'b' in the diagram has a higher vulnerability, due to genetic predisposition (for example). Person 'c' also has genetic loading but also suffered the loss of mother before the age of 11 and was traumatically abused. Therefore persons 'a' and 'b' take more stress to become 'ill'.

This model is obviously simplistic. However, it does unite different approaches to psychosis. Vulnerability is not a judgmental term but an attempt to understand the variables involved. There are much more sophisticated models such as that of Nuechterlein and Dawson (1984).

Increasing coping skills or altering environmental factors (family, work, finance, housing, etc.) and judicious use of anti-psychotic medication can reduce

vulnerability and build resilience. Attending the hearing voices group may help to build self-efficacy, self-esteem and self-acceptance, all of which may be protective against relapse and forms a buffer to demoralization (Davidson, 1999).

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### 2.6.1 Stress Threshold

Stress can be induced by one or several different causes. According to *Dorland's Illustrated Medical Dictionary*, stress is 'the sum of all non-specific biological phenomena elicited by adverse external influences, including damage and defense.'

The stress placed on any given person would be reduced by reducing the number of 'adverse external influences'. It also would follow that a stressor such as a low level of a heavy metal in the feed, added to the environment of a person living in an ideal environment may elicit a very minimal response. But the same stressor added to the diet of a person or animal living in a 'stressed' environment (e.g., animals in a hot, crowded feedlot being fed a highly concentrated ration) may cause that animal to reach his threshold of tolerance to stress and initiate actual disease.

### 2.6.2 Perceived Control

Individuals who are healthy and successful in their lives often have a strong sense of control about their lives and the world around them. On the other hand, individuals who think that they have control of their lives happen to be healthy and successful. An individual's perception of his or her ability to be effective in the world is known as *perceived control*. It has an important and sometimes great impact on an individual's mental and physical health. This has been widely studied by the psychologists. Perceived control shows the extent to which an individual feels that a situation is controllable and that he or she has the skills needed to bring about a desired (or avoid an undesired) outcome. There are two fundamental aspects: contingency (i.e., if the person thinks that the outcome can be controllable) and competence (i.e., when the individual finds himself capable of avoiding the undesired, event or producing the desired one).

Perceived control and objective control are two different things. Perceived control focuses on a person's own feelings (i.e., irrespective of the actual control available what the person believes is accepted as the reality for that individual). When people think that they are in control, but actually are not; this is known as illusion of control. Several studies have investigated illusions of control. However, since the amount of control actually available is not known, the practicality of examining this aspect of control has been questioned. Research shows that the people's behaviours and emotions are more strongly influenced by perception of control (whether accurate or not) than actual control. This is the major difference between a person's perception of control and the actual control available in a situation.

Control beliefs, historically, studied as locus of control, were thought of as unidimensional, with internal control on one end and external control on the other



end of the continuum. Dr Julian Rotter in the 1960s derived his work from social learning theory and developed the Internal-External scale.

Locus of control since then has been expanded, and now it is called by various names such as sense of control, self-efficacy, primary/secondary control, decisional control, control motivation, self-directedness, self-determination, decision, choice, mastery, autonomy, helplessness, etc. Control beliefs are multidimensional according to researchers, where internal and external beliefs are independent. There are three dimensions in Dr Hanna Levenson's model (developed in 1972), related to how a person views the cause of an event: internal or personal mastery ('It's due to me'), chance ('it's luck'), etc.

Modern conceptualizations also measure competence instead of simply evaluating beliefs about the controllability of an event, i.e., when outcome is perceived as a result of their behaviour by people and also that they are capable of engaging successfully in relevant actions have a strong sense of control. Perceived control can be further measured in general (e.g., control over life in general) as well as specific domains (e.g., control over intellectual functioning, interpersonal relations, memory, health). Complex relationships can be clarified with the help of domain-specific measures; though for example, there are typically no age differences on generalized measures of control, but age differences have been found in domain-specific control beliefs in the areas of health and intelligence, where older adults show decrements in these domains.

### 2.6.3 Type A and Type B People

On this planet every individual has a unique personality which can be placed into one of two categories: Type A or Type B. The Type B personality is the standard norm. It is the average person. Most of the time they are calm and collected. It takes a lot to irritate them. They are seldom overstressed, and they tend to be productive rather than destructive when they feel stressed. Type B people do not mind driving behind a slow car. They do not care too much if the line is long at the grocery store. Their pace is relaxed and they are not in a hurry to get things done. Type B people are patient.

On the other hand, the Type A personality is the person who's driving behind you, beeping and cursing, because you are going too slow. They are not calm and are rarely fully collected. Type A people get irritated easily than type B people do. They become impatient when waiting in lines at the grocery store. They are often in a rush. These are the people you see tapping their foot when you are in front of them in line. Type A people often live a fast-paced life. They hate to waste time and often become angry when things slow them down.

How can Type B personalities learn to live with and deal with Type A personalities? This is probably an age old mystery. Here are some suggestions.

Start by realizing that everyone is different. Some people just instinctively become irritated more easily than others. Type A personalities do seem to have a

### NOTES

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heredity factor. Once you realize this you can begin to have understanding for the fact. Once you have understanding you will find that you have a much higher tolerance for the Type A people you know. Although a Type A person will become angry when abruptly confronted, they will be calm when gently approached.

The Type A personality seems to have something that is from birth. It is just the way they are. Knowing this means children can also possess symptoms of Type A personality. This means that these children will need to be taught a little more self control than Type B children. They will be more likely to throw tantrums and will not be afraid to speak how they feel. Type A children can be a bit difficult, noticeably more than a Type B child. If your child has a Type A personality they have most likely inherited it from either you or your spouse. Be patient and calm. Nurture their strengths and teach them how to solve problems calmly, early in life.

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## 2.7 EMPLOYEE STRESS COUNSELLING

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Day by day employees' work life is becoming complex and stressed. Counselling employee has become the most recent HR tool to attract and retain the best employees. It is also used to enhance the quality of the workforce. No organization is free of stress in today's fast-moving corporate world. Issues like meeting targets, managing deadlines, lack of time to fulfill personal and family commitments are workplace problems which lead to employee stress, depression, suffering from too much anxiety, etc.

Today for every organization a stress-free yet motivated and capable workforce is important. Thus, counselling services have been integrated in several organizations making counselling a part of their culture. The service of employee counselling is offered to the employees by organizations.

The aim of employee counselling is providing help and support to the employees to face and sail through the difficult times in life. Counselling is all about advising, sharing, helping console and guiding to resolve their problems whenever and wherever it is needed.

Many times in life or career people face some problems either in their personal or work life. When the stress levels of the individual increases it starts affecting their performance.

A form of counselling, technically called psychological counselling, is used by the experts. It is used to analyse the work related performance and behaviour of the employees in order to help them cope with it, resolve the conflicts and reinforce the expected results.

### 2.7.1 Need for Counselling

Apart from the personal problems of the employees there are various reasons which can create stress at the workplace. Examples of such problems are constant pressure to meet the deadlines, unrealistic targets or work-load, responsibility and

accountability, career problems, bad interpersonal relations or conflicts with superiors and subordinates, problems in adjusting to the organizational culture, etc. Employee get help through employee Counselling to share and face and deal with the problems in a better way. Employees are also helped to look at their problems from a different perspective. The organisations care about their employees through Workplace counselling.

Staff counselling is becoming an essential function of the managers in modern times. Many organizations are taking the help of expert, professional counsellor or experienced employees to handle the counselling activities. Complexities are increasing in the lives of the employees. They need to address various aspects like the following:

- **Performance counselling:** Need for employee counselling arises when the employee starts showing signs of declining performance, bad decision-making, being stressed in office-hours, etc. Counselling is one of the best ways to deal with them in such situations. All the aspects related to employee performance must be covered by it, like the employee's responsibilities targets, problems faced, employee aspirations, interpersonal relationships at the workplace, etc.
- **Family and personal well-being:** Families and friends are inseparable part of the employee's life. They play an important role. At times, employees' personal problems which they carry to their workplaces, affect their performance adversely. So, the counsellor needs to involve their families in the counselling sessions and also strike a comfort level with the employees. Counselling helps the employees to resolve their problems and go back to work fresh and motivated.
- **Other problems:** The problems can range from work-life balance to health problems. The employees are helped through counselling to identify the problem and deal with the situation in an effective and better way.

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## 2.8 COUNSELLING TYPES

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The type of counselling is decided by the amount of direction that the counsellor provides to the counsellee. This direction ranges from directive Counselling to non-directive counselling.

### 2.8.1 Directive Counselling

Directive counselling involves listening to client's problem. The counsellor decides with the client what needs to be done, and then motivates the person to do it. The major function of this type of Counselling is giving advice. It may also clarify thinking, give emotional release and to a certain extent reassure. Everyone including counsellors likes to give advice and it is easy to do. Apart from giving advice some of the other functions achieved by directive counselling are worth noting. Clients should experience some emotional release if the counsellor is a good listener.

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The client may also clarify thinking as a result of the emotional release and ideas that the counsellor imparts. Both advice and reassurance are worthwhile. They provide the client more courage to take a course of action than the member supports.

**2.8.2 Non-directive Counselling**

Non-directive, or client-centered counselling is the process of skillfully listening to a counsellee, encouraging him to explain bothersome problems, and helping him or her to understand those problems and determine suitable courses of action. The focus in this method of counselling is on the client, rather than on the counsellor as a judge and advisor; hence, it is 'client-centered.' This type of counselling is used by professional counsellors. Non-professionals may use its techniques to work more effectively with service members. Non-directive counselling has the unique advantage of causing the member's reorientation. It stresses changing the person instead of dealing only with the immediate problem. The counsellor tries to clarify feelings, and restate ideas. He attempts to understand why these feelings exist. For this he asks discerning questions. Professional counsellors treat each counsellee as a social and organizational equal. Primarily they listen to their clients. Then they try to help their client discover and follow new and improved courses of action. To know the full meaning and intention of their client's feelings, they especially 'listen between the lines'. They look for the events on which the counsellee may, at first, have avoided talking about and for assumptions underlying the counsellee's statements. A person's feelings can be likened to an iceberg as the counsellor will usually only see the revealed feelings and emotions. Underlying these surface indications is the true problem that the member is almost always reluctant to reveal.

**2.8.3 Participative Counselling**

Both directive and non-directive methods suffer from limitations. While the former is often not accepted by independent employees, the latter needs professionals to operate and hence is costly. Hence, the counselling used in most situations is in between these two. This middle path is known as participative counselling. A counsellor-counsellee relationship that establishes a cooperative exchange of ideas to help solve an employee's problem is participative counselling. It is neither wholly counsellee-centric nor wholly counsellor-centric. Counsellor and counsellee mutually apply their different knowledge, perceptions, skills, perspectives and values to problem into the problems and find solutions.

**CHECK YOUR PROGRESS**

7. Who are Type A and Type B people?
8. List different types of counselling.

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## 2.9 SUMMARY

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- Stress is a physical, mental, or emotional response to events that cause bodily or mental tension. Stress is often caused by outside forces or events that affect our physical and mental well-being. Extreme stress can cause burnout, trauma and workplace trauma.
- Stress suffered by employees while attending their jobs is matter of concern both for the employees as well as the managements of the organizations. Causes of workplace stress include demand for high performance, job insecurity, workplace culture, family problems, new technology, frustration, etc.
- Frustration is a general emotional response to opposition; it arises when an individual perceives resistance to the fulfillment of his or her wishes. Frustration is likely to be more when both the will and the obstruction are great.
- Causes of frustration may be internal or external. Internal frustration results when people experience challenges in fulfilling personal goals and desires, instinctual drives and needs.
- One of the most common reactions to frustration is aggression. Additional reactions to frustration include apathy, withdrawal, regression, fixation, physical disorder and substitute goals.
- Stress affects job performance and it is a common problem. The negative impact of stress on job performance which is called distress has been highlighted by many contemporary studies, mild stress enhances an employee's performance, it is known as eustress.
- How a person deals with stress varies from person to person. In general people are placed into two categories: Type A or Type B. The Type B personality is the standard norm who is the average person.
- Most of the time Type B people are calm and collected. It takes a lot to irritate them. Type A people often live a fast-paced life. They hate to waste time and often become angry when things slow them down.
- Employee counselling is offered to the employees by organizations to provide help and support to the employees to face and sail through the difficult times in the workplace as well as in the personal life.
- Counselling is all about advising, sharing, helping consoling and guiding to resolve their problems whenever and wherever it is needed. Counselling is generally of three types—directive counselling, non-directive counselling and participative counselling.

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## 2.10 KEY TERMS

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- **Stress:** Researchers define stress as a physical, mental, or emotional response to events that causes bodily or mental tension
- **Burnout:** The physical and psychological illness due to extremes stress
- **Trauma:** It is a mental state where a person experiences a major threat to his own or his family security.
- **Stressors:** Conditions that tend to cause stress
- **Distress:** Stress that has a negative impact on the job performance
- **Eustress:** Some mild forms of stress, which enhance an employee's performance

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## 2.11 ANSWERS TO 'CHECK YOUR PROGRESS'

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1. Stress is a physical, mental, or emotional response to events that cause bodily or mental tension. Simply put, stress is any outside force or event that has an effect on our physical and mental well-being.
2. Extreme stress can cause burnout, trauma and workplace trauma.
3. The common causes of workplace stress include demand for high performance, job insecurity, workplace culture, family problems, new technology, frustration, etc.
4. A stressor is something that causes stress, e.g., demand for high performance.
5. Frustration is the feeling stress when an individual perceives resistance to the fulfillment of his or her wishes. Frustration is likely to be more when both the will and the obstruction are great.
6. The stress that has a negative impact on the job performance which is called distress, but some mild forms of stress which enhance an employee's performance, are known as eustress.
7. The Type B personality is the standard norm of an average person. Most of the time Type B people are calm and collected. It takes a lot to irritate them. Type A people often live as a fast-paced life. They hate to waste time and often become angry when things slow them down.
8. Some of the counselling types are directive counselling, non-directive counselling and participative counselling.

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## 2.12 QUESTIONS AND EXERCISES

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### Short-Answer Questions

1. Define stress and list the symptoms of stress.
2. Write a note on extreme products of stress.
3. Briefly discuss the impact of stress on workplace performance.
4. Discuss stress vulnerability.
5. Write a note on the types of counselling.

### Long-Answer Questions

1. Define stress, and explain different forms of stress and the extreme products of stress.
2. Explain the impact of stress on workplace performance and different types of counselling.

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## 2.13 FURTHER READING

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# UNIT 3 COUNSELLING FOR CAREER PLANNING AND DECISION MAKING

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## NOTES

### Structure

- 3.0 Introduction
- 3.1 Unit Objectives
- 3.2 Career Counselling
  - 3.2.1 Definition of Career Counselling
  - 3.2.2 Need for Career Planning
- 3.3 Changing Nature of Work
  - 3.3.1 Pressure on the Organizations
  - 3.3.2 Breakthrough in Information Technology
  - 3.3.3 Changing Employment Patterns and Employment Practices
- 3.4 Theories of Career Development
  - 3.4.1 Types of Career Development Theories
- 3.5 Principles of Career Planning in Schools
- 3.6 Role of Counsellor in Students' Career Development
- 3.7 Techniques for Career Planning
- 3.8 Computerized Career Assistance System
- 3.9 Summary
- 3.10 Key Terms
- 3.11 Answers to 'Check Your Progress'
- 3.12 Questions and Exercises
- 3.13 Further Reading

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## 3.0 INTRODUCTION

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In this unit, you will learn how counselling is done for career planning and decision making. It will also throw some light on changing nature of work, theories of career development, principles of career planning in schools and various computerized career assistance systems.

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## 3.1 UNIT OBJECTIVES

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After going through this unit, you will be able to:

- Define counselling for career planning and decision making
- Understand the changing nature of work
- Explain theories of career development and their implications for counsellors
- Learn computerized career assistance systems

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### 3.2 CAREER COUNSELLING

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Counselling for career planning is an active process where the counsellor and the counselee both engage in a discussion about how to plan a career. It is a learning-working relationship that takes place either on a one-to-one or in a workshop setting. The main objective is to learn about, and actively engage in, the necessary steps of the career planning process.

#### 3.2.1 Definition of Career Counselling

A largely verbal process, in which a counsellor and counsellee(s) are in a dynamic and collaborative relationship, focused on identifying and acting on the counselee's goals, in which the counsellor employs a repertoire of diverse techniques and processes, to help bring about self-understanding, understanding of behavioural options available, and informed decision-making in the counsellee, who has the responsibility for his or her own actions (Herr & Cramer, 1996).

Career counselling and career coaching are similar in nature to traditional counselling. However, the focus is generally on issues such as career exploration, career change, personal career development and other career related issues. Typically when people come for career counselling they know exactly what they want to get out of the process, but are unsure about how it will work.

#### 3.2.2 Need for Career Planning

Reasons for career planning vary according to the occupational capacities of the individuals. Here are a few reasons as to why career planning is essential:

- People learn more about who they are and what they want to do
- They require a clarification of roles and duties
- Hidden strengths and aptitudes are learnt by people
- People come to know what to look for in a job
- When people require a clarification of a specific employment goal

The experiences of our life are determined by the choices we make within these changing structures. Social and economic settings are dynamic, not static. These days people have ever-increasing choices available to them, which keep changing shapes. Every year new jobs are created because our needs continue to develop.

The options which we make in our life are directly correlated with the opportunities and, coincidences we get in life. Our career choices will be better if we learn what pleases us in a work environment. If today we make informed decisions it will contribute to the creation of an enjoyable life story tomorrow.

With self-assessment the process of career counselling begins. It involves proper examination and analysis of core capabilities such as interests, aptitude,

attitude, personality traits, values, skills, and beliefs. These are all important variables in the process of decision-making; they reflect an individual's needs and desires, and, also help them to prefer one occupational field over others.

One can start generating and exploring a wide range of career options after completing self-assessment. A person can shortlist the most appealing occupations after complete information about one's capabilities and various occupations is gathered.

The short listing involves exploring the options on the list. This is done by obtaining occupational information, such as education and training required to enter the field. At this point one is ready to decide on the most desired career option which most closely matches his profile. It is also needed to have some backup options.

At the end of the decision-making process, evaluation of the efforts and outcomes is done. If at this point it is thought that the educational and/or occupational path decided upon earlier is not appropriate, one may go back a step or two and decide on an alternative course of action.

Self assessment and decision making are done on the basis of the following variables:

**Personality:** How does one interact with other people? Where does one direct one's energy? How does one make decisions? The answers to these questions reflect different aspects of one's personality. A person's preference for an occupation depends upon his/her personality.

**Interests:** Before identifying one's own interests, a person must ask a few questions to himself such as 'doing what gives me pleasure'? 'Which task do I enjoy the most'? 'In which field I can excel'? etc.

**Values:** They can be identified from a person's priority list. When the questions like, 'What is more important', 'Do I want to work alone'?

**Skills:** They are those abilities and areas of strength that are learned through different activities, like work, extracurricular activities, etc. Skills are those tasks which a person can do well.

### CHECK YOUR PROGRESS

1. What is career counselling?
2. Mention some common reasons why people seek career counselling.
3. What are the variables on the basis of which self-assessment is done?

## 3.3 CHANGING NATURE OF WORK

A radical change can be observed in the modern times workplace. There are many factors that trigger change in the organizations such as:

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### 3.3.1 Pressure on the Organizations

Pressure on the organization to be lean and competitive and customer oriented has increased tremendously.

The model of lean organization was introduced by Toyota company in 1970s. Since then, organizational change across the world has become a common phenomena. Being lean means identifying the valuable aspects of the organization from the non-valuable aspects. What is valuable is defined from the consumers' point of view. Lean means anything that is utility based. The same stands regarding the appointment of employees also. Only the require number of employees are appointed. So the competition has become tough. Only those activities and procedures are included which have a significant role in the growth and development of the organization.

### 3.3.2 Breakthrough in Information Technology

Latest information technology especially Internet and mobile phones have changed the very face of the workplace. Work can be taken from anywhere to anywhere. It can be accomplished beyond the boundaries of time and space.

### 3.3.3 Changing Employment Patterns and Employment Practices

As the knowledge economy realizes the full potential of both new technologies and new organizational models, a new pattern of work has emerged over the past two decades. The changes fall into the following categories:

- (a) Cognitive competence
- (b) Social and interactive competence
- (c) The new 'psychological contract' between employees and employers
- (d) Changes in process and place

These categories although are separate but at some places, they overlap. These overlaps are also discussed here.

#### (a) Cognitive competence

Cognitive workers are expected to be more functionally and cognitively fluid and flexible so they are able to work across many kinds of tasks and situations. Changes in organizational structure have brought about broader span of work. This also creates new demands, including increased complexities of work. Workers need to know more in order to do their jobs and tasks effectively. They need more knowledge because they have to work effectively with others in teams.

To carry out knowledge-based tasks and work which is innovative, extemporaneous, and context based, where there are no rules and format of working, many sound judgment and analytical skills are required. There is more demand for high cognitive skills in professional, technical, and managerial jobs. Also, administrative tasks require more independent and operational decision making.

**Continuous competency development:** In the modern era, workers have to be continuous learners in their knowledge fields and keep their technology skills updated. They also need to be more conversant with business strategy. It is essential for all workers to take some time to read and attend training classes.

**Different ways of thinking:** According to Rosabeth Kantor cross-functional and cross boundary teams require 'kaleidoscope thinking'. This is the ability to see alternative angles and perspectives and to create new patterns of thinking that trigger innovation. In order to make the cognitive leaps that underlie innovation, workers should be able to synthesize different ideas.

**Cognitive overload and the cost of complexity:** Work has become both easier and more difficult due to increased access to information. It is easy because it allows one to locate and download information rapidly from various websites. It becomes difficult because one has to absorb and understand new information at the right time. According to psychologists, 'cognitive overload syndrome (COS),' results when information overload is coupled with time constraints and increased work complexity. Inability to concentrate, bear stress, perform multitasking and task switching, and a tendency to focus on what is easy rather than what is important are a few symptoms of COS.

#### **(b) Social and interactive competence**

In the 2001 report on the changing nature of work, the National Research Council focused on the importance of relational and interactive aspects of work. Workers need well-developed social skills as teamwork becomes more prevalent. The report calls it 'emotional labour.'

**Good social skills are necessary for teamwork and collaboration:** In collaborative or team work, conflict resolution and negotiation skills are essential. Different perceptions about work methods, group goals, assignments, workloads, and recognition give rise to conflict. Thus, team members with good conflict resolution and negotiation skills are needed. Such members are better able to deal with problems. They listen to and understand different perspectives, and try to resolve issues in mutually beneficial ways.

**Relationship development and networking:** Qualities such as sharing important information, fulfilling promises, willingness to be influenced, and listening are needed for development of trust and building reciprocity. Workers are more committed to attaining mutual goals, more likely to help one another through difficulties, and more willing to share and develop new ideas when they trust each other.

**Learning and growth:** Modern organizations are striving to become centers of learning for their employees. For this, conditions are created in which employees learn through formal as well as informal training through relationships with coworkers. Learning relationships develop when people participate in problem solving, insight sharing, learning from mistakes, and working closely together to extend professional help. Learning also takes place from mentoring relationships between newcomers and those with experience and organizational know-how.

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### (c) New psychological contract

The nature of the relationships between employees and employers changes as the work changes. So, in the new work setting, the informal, 'psychological contract' between workers and employers focuses on competency development, continuous training, and work/life balance. On the contrary, the old psychological contract was all about job security and steady advancement within the firm.

Nowadays employees desire participation, expression, identity, and quality of life—all values which are espoused by organizations, but largely ignored in practice as organizations continue to focus on reducing fixed labour costs.

**Reduced loyalty and commitment:** Workers feel less committed to organizational goals and more committed to their own learning and development because they find little advancement opportunities. The workers feel that the knowledge and technological skills will not be lost when a new job is taken.

**Flexible work arrangements do not keep up with employee preferences:** According to the report given by the Work Trends 2000 it is found that 74 per cent of workers were not allowed flexible hours and work arrangements (such as telecommuting). Those with flexible hours have limited freedom regarding when and where to work.

### CHECK YOUR PROGRESS

4. What are the factors that are propelling changes in the workplace today?

## 3.4 THEORIES OF CAREER DEVELOPMENT

Theories of career development help to explain what environmental factors influence people's choice of jobs in every culture. Why people choose the jobs they do. A person's career choice is also influenced by the economy, gender roles, their genetics, social examples of parents and other role models, and social norms.

Career Typology- John Holland's Career Typology (1959), points out that people prefer a particular job that fulfills their needs and desires and also provides them job satisfaction.

### 3.4.1 Types of Career Development Theories

There are two types of career development theories: (i) structural and (ii) developmental.

#### 3.4.1.1 Structural theories

These theories focus on individual characteristics and occupational tasks.

#### Trait-factor theory

Frank Parsons and E.E. Williamson gave the trait-factor theory of career development. A problem-solving approach is used by the practitioners to match

career seekers with job factors based on their personality traits. Matching people with the right job results in high job performance and job satisfaction. Parsons started this theory; he proposed that the choice of a vocation depends upon: (1) accurate knowledge of oneself, (2) thorough knowledge of job specifications, and (3) the ability to make a proper match between the two. He wrote: 'there are three broad factors in the wise choice of a vocation: (1) a clear understanding of oneself, ambitions, interests, aptitudes, abilities, resources, limitation; (2) a thorough knowledge of the conditions and requirements of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work ;and (3) true reasoning on the relations of these two groups of acts' (Parsons, 1909/1989, p.5).

Two major assumptions of trait and factor theory are: (1) that individuals and job traits can be matched, and (2) that close matches are positively correlated with job success and satisfaction. These ideas are still part of our career counselling approach today.

#### **3.4.1.2 Developmental theories**

These theories focus on human development across life span.

##### **Super's theory**

Donald Super (1957) and other theorists of career development recognize the changes that people go through as they mature. Career patterns are determined by several factors such as socio-economic factors, mental and physical abilities, personal characteristics and the opportunities to which persons are exposed. work roles in which people can express themselves and implement and develop their self-concepts give them more satisfaction. In Super's theory, career maturity is a main concept, which is manifested in the successful accomplishment of age and stage developmental tasks across the life span.

Self-concept is an underlying factor in Super's model:

'...vocational self-concept develops through physical and mental growth, observations of work, identification with working adults, general environment, and general experiences....As experiences become broader in relation to awareness of world of work, the more sophisticated vocational self-concept is formed'

(Zunker, 1994, p. 30).

##### **Social learning theory**

According to John D. Krumboltz's social learning theory of career choice social learning influences people's career choices by including their experiences with people, events and institutions. Therefore, Krumboltz proposes four factors influencing career choices—genetic factors, environmental factors, and individual skills to approaching tasks and learning experiences. Most of the growth and development takes place by learning and imitating the behaviour of others. Krumboltz's theory of career decision making and development is based on our

## **NOTES**

social learning, or environmental conditions and events, genetic influences and learning experiences. People choose their careers according to what they have learned. Certain behaviours are modelled, rewarded and reinforced.

## NOTES

### Decision-making theories

Decision-making theories assume that there are critical points in our lives when choices are made that influence our career development greatly. These decision making points are such events as educational choices, changing jobs, entry-level job positions, etc. Some other decision-making theories are concerned with ongoing choices across the life span. The choices that are available influence the decisions that we make by our awareness and our knowledge of how to evaluate them. Other theories address our complex environment; for example, H.B. Gelatt says, 'We make our decisions based upon what is actual and what is actual is never static' (Gelatt, 1991).

### Cognitive theories

Cognitive theories of career development are based on the way individuals process, integrate and react to information. The cognitive structures of people determine the ways in which individuals process information. These structures influence the way individuals see themselves, others and the environment. Cognitive theories suggest ways to help clients build or refine a hierarchy of thinking skills and decision making skills that influence career development.

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## 3.5 PRINCIPLES OF CAREER PLANNING IN SCHOOLS

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The following are the five principles of career planning, which are the basic components of building a successful career plan:

- (i) **Change is constant:** The world around us is changing constantly and so does the working world. Adaptability is an important skill to carry into the future, because a single occupation will no longer take us from the beginning to the end of our working lives. We need to identify specific actions required to maintain and implement the career action plan including leading an annual Career Development discussion with a manager, supervisor, sponsor and/or network contacts.
- (ii) **Learning is continuous:** Learning is an ongoing process. Graduating from high school or college does not mean that education is complete. One should learn to recognize the opportunities to learn and make your learning a lifelong experience. One should begin to create a bridge between individual and organizational awareness: the individual career action plan, the primary goal is to develop and manage a flexible career action plan that links individual



goals, skills, interests and values to individual performance, learning plan and organization/business needs and values.

- (iii) **Focus on understanding and researching your options:** Having a destination gives direction; travelling through life is like travelling down a road but most of the time is spent moving along. Pay attention to the opportunities, and highways to new destinations. Recognizing that empowered, realistic career planning and decisions depend on solid research and information. What are the business goals and needs, and how does my work contribute? What about organization, technology and business trends/changes? Will they affect my present work, training and career plans? What are opportunities and career options? We will introduce the role of networking, a crucial career management tool, and use company tools and resources to build organizational awareness.
- (iv) **Follow your heart (also known as self-awareness):** Never be afraid to dream. Dreaming about your future can help you understand what you really want in life. Knowing what you want and keeping it in your mind can give you the motivation you need to deal with life's challenges. Self-insight is the key to empowered career planning and decisions about our work and life. We can improve our sense of direction and purpose through careful self-review. You will assess major achievements, skills, values, goals and develop a personal mission statement. Aligning these with your present work, career direction, performance review and learning goals creates energy, excitement and success.
- (v) **Access your allies and build relationship:** Building positive relationships and partnerships is the single most important factor today to personal, career and organizational success. The journey of life is not taken alone. Friends, family, teachers, neighbours—any of them can be willing and helpful allies when it comes to judging what steps to take in life's path. Those who follow these high five principles are more likely to prosper and secure fulfilling work and life roles in the knowledge economy. With work and organizations changing so rapidly, and with the global business environment and technological influences there is an urgent need to be better, faster and smarter in building relationships.

## NOTES

### CHECK YOUR PROGRESS

5. List the career development theories.
6. List the principles of career development.

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### 3.6 ROLE OF COUNSELLOR IN STUDENTS' CAREER DEVELOPMENT

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What it is that school counsellors do on a daily basis is a matter of curiosity for parents, administrators, teachers and students. They often wonder just. Why do we need school counsellors anyway? School counsellors are involved in character education, violence prevention, career planning and much more on a daily basis. Practicing school counsellors should feel free to use any of this material at back-to-school nights, faculty meetings, school board meetings, one-on-one parent meetings or any other time they want to share their roles and expertise with others. Those considering a career in school counselling will also find valuable information here to guide them on their journey to a degree and job in school counselling.

School counsellors are today's important members of the education team. They help *all* students in the areas of academic achievement; personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. They follow foundation, accountability, management and delivery.

#### **Foundation**

Professional school counsellors follow a philosophy which is based on school counselling theory and research-based practice. A need for all students to benefit from the school counselling program has been recognized. Professional school counsellors act on these philosophies to guide the development, implementation and evaluation of a school counselling programs which are culturally relevant and comprehensive. They create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

#### **Delivery**

Culturally competent services are provided to students by professional school counsellors, parents/guardians, school staff and the community in the following areas:

**School guidance curriculum:** This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counsellors in collaboration with other professional educators in K-12 classroom and group activities.

**Individual student planning:** Professional school counsellors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.

**Responsive services:** Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:

- Individual or group counselling
- Consultation with parents, teachers and other educators
- Referrals to other school support services or community resources
- Peer cooperation
- Psycho-education
- Intervention and advocacy at the systemic level

Professional school counsellors help students to resolve or cope with problems and developmental concerns by developing confidential relationships with them.

**System support:** It consists of management activities. This includes establishing, maintaining, and enhancing the total school counselling program. These activities also include professional development consultation, collaboration, supervision, program management and operations. Professional school counsellors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counselling at the local, state and national levels.

### **Management**

Organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs are incorporated by professional school counsellors. Processes and tools include:

- Agreements developed with and approved by administrators for each school year addressing how the school counselling program is organized and what goals will be accomplished.
- Students, parents/guardians, teachers, counsellors, administrators and community members constitute the advisory councils to review school counselling program goals and results and to make recommendations.
- The student data is used to effect systemic change within the school system so every student receives the benefit of the school counselling program.
- Action plans are evolved for prevention and intervention services defining the desired student competencies and achievement results.
- allotment of the professional school counsellor's time in direct service with students as recommended in the ASCA National Model.
- Annual and weekly calendars are used to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counselling program.

### **NOTES**

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### **Accountability**

Professional school counsellors are engaged in continuous program evaluation activities by developing and implementing data/needs-driven, standards-based and research-supported programs. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counselling programs. Professional school counsellors analyse outcome data to guide future action and improve future results for all students. The performance of the professional school counsellor is evaluated using an instrument based on the School Counsellor Performance Standards. These standards of practice are expected of professional school counsellors when implementing a school counselling program.

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### **3.7 TECHNIQUES FOR CAREER PLANNING**

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Once you have landed yourself with a job for the first time, there are many career development techniques that you can learn. Just like in your undergraduate years you learn the basic principles and specialized in your area of studies, it is important for one to take the necessary effort to learn the basic skills needed to be effective in the work that one is doing.

This is a wrong notion that the education effort stops once one graduate from a university or college. Learning to do well and be skillful in one's vocation is a lifelong process. Some of the career development techniques skills that one should acquire are leadership skills, communication skills, time management skills, problem solving skills, team building skills, listening skills, decision-making skills and project planning skills.

#### **Leadership skills**

It can be developed and fine-tuned when one works with people to motivate and bring the best out of them for the good of the people and the organization.

Douglas McGregor developed the Theory X and Theory Y frameworks for thinking about people.

Theory X states that:

- The average human being has an inherent dislike of work and will avoid it if possible.
- Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort towards the achievement of organizational objectives.
- The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Theory Y states that:

- The expenditure of physical and mental effort in work is as natural as play or rest.

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- The external control and threat of punishment are not the only means for bringing about effort towards organizational objectives. Individuals will exercise self-control in the service of objectives to which they are committed.
- Commitment to objectives depends on the rewards associated with their achievement. The most important rewards are those that satisfy needs for self-respect and personal improvement.
- The average human being learns, under proper conditions, not only to accept but also to seek responsibility.
- The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population among both men and women.
- Under the conditions of modern industrial life, the intellectual personalities of the average human being are only partially realized.

Whether you are working in a large organization, a high school student, a university undergraduate, head or president of various societies or club or even a home maker, you are a leader wherever you are and this leadership skill can be developed. How we perceive our friends, subordinates or colleagues will affect the way we treat them.

If we think they are Theory X type of people, our attitude and behaviour towards them will cause them to be people who are passive, take no risks, do only what is required and only achieve productivity because they are forced to do it. The results of their work are often of poor quality, short term and people will find ways to beat the system that is in place.

On the other hand, if we think they are Theory Y type of people, our attitude towards them will cause them to want to make contribution and feel important, motivated to participate in solving the organizational problems, self-motivated and having a sense of ownership. This results in better quality of work. Hence, the way we perceive people around us will either motivate them to be better or demotivate them to be worst than who they currently are. This leadership skill of motivating people to bring out the best in them can be developed.

**Manager vs leader:** A manager uses rational and formal methods to rule over his subordinates to get things done whereas a leader uses passion and emotions to motivate them. Although the latter usually takes longer time in coaching and counselling them, its fruit will be better and last longer in the long run.

As people become more educated and refined in their thinking, the old method of exercising authority, calling for daily meeting to keep a tap on the subordinate's achievement, overload workers with lots of work, expecting workers to stay late every night and creating fear in them is no longer workable in the 21st century. Most people prefer to be empowered in making decision, given the opportunity to discuss problems with the boss and sharing the vision of the company instead of being a follower all the time.

**Lead by example:** Subordinates will respect those who can lead by example. Instead of telling and instructing, they will go all the way to learn the task

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of doing the job and show them how it is done. This trait will help to develop trust in the leader.

**Challenge the norm:** Leaders must be able to bring the people up to another level beyond what their current ability is. They must allow things to be done differently in trying new methodology and ideas. This helps to eliminate fear in the hearts of the people in stepping out into new frontiers.

**Impart vision:** Leaders share the organization visions with the people and impart ownership to them. Once the people feel responsible for its success, they will support and appreciate the vision of the organization. Visionary leaders will continue to talk, educate and remind people on the importance of achieving the visions and the rewards that will follow once the vision is accomplished.

**Enthusiasm:** Leaders who are enthusiastic about their work will create a healthy atmosphere for the people to work. The influence is contagious and many will be looking forward to coming to work instead of dragging their feet to office just to earn a living. The way a leader talks and behaves influences the morale of the workers. This leadership skill takes effort and practice though it is quite easy for some.

### **Time management skills**

Time is an important element that many of us take for granted in our daily lives. Every second that passes by will never be repeated. It is gone forever and what we do with each second of our lives will determine the fruit of our labour in the future. In other words, what we do now will affect our future be it our studies, jobs, relationships, business, etc.

Fortunately, time management technique has been developed by many 'gurus' and simple tools being formulated to help us manage our time more effectively. Studies have shown that many businesses and large corporations were successful in making profits and the companies continue to grow due to the individuals who were skillful in their management style, one of which is time management technique.

The essence of time management is to help one identify and focus on the activities that provide the greatest return of investment. Though one may not see immediate tangible result in implementing the various time management tools, doing it will ensure that you work smart and not work hard. If one does not have proper time management technique, one may be busy doing lots of things and tasks that yield little return by the end of the day. Hence it is of extreme importance that one goes back to the basics of time management.

**Time management technique and tools:** Some of the practical do-it-yourself time management technique that one should consider are suggested below.

- **Goal setting:** What are the the goals that I am to achieve for next week, next month, next year, etc.? Having a set of long-term goals will help one to break down the activities that are needed to accomplish the goals. Goals with time lines will help one focus one's mind to complete a given job. If you have not got any goals written down, start doing it

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and you will be surprised that it actually helps you to crystallize your thoughts.

- **Prioritize:** The work with the list of goals that you have generated, start to prioritize the important ones first and arrange them in descending order. This will help you to know that the ones on top needs to be done first. The 80:20 rule or Pareto Principle is applied here of which it states that 80 per cent of unfocussed effort generates only 20 per cent of results and the remaining 80 per cent results are achieved using 20 per cent of the effort.
- **Generate action plans:** Having generated the priorities, the time has come to generate the action plans. Plan the action plans for each day and each week. In this way, when one goes to work, there is a specific target set and to be achieved by end of the day.
- **Activity logs:** At the end of the day, record what you have achieved in the activity logs. This is a good time to review how you really spend your time. Has it been effective?
- **Do not procrastinate:** It is quite normal of one to procrastinate important tasks which one is not familiar with. It is the human nature to only do what one is familiar with. This effort of not procrastinating involves the will and one has to consciously overcome it by one's strong will and desire to do it.
- **Important vs urgent:** If you find that you have so much urgent issues to take care of that you do not have time to do important tasks, it is a sign that procrastination has come in or that you are overloaded by your boss. The outcome of this is that you will continue to do urgent issues and over time the important tasks will soon turn into urgent issues and this cycle continues. In the end you will get burnt out.

Many a times, the important tasks are unpleasant or mundane tasks that take only a short duration to do. Do not depend on your emotions or feelings in doing the important tasks. One has to recognize what is important and what is urgent. If the production line suddenly stops operating due to a failure of a machine, it clearly is an urgent matter to attend to.

The important things are something that helps to build your career or serves to enhance your skills. Training and enhancement of new skills is an example of important tasks that will help your career in the long run.

### **Effective listening skill**

What exactly is effective listening skill? It is definitely not just hearing what someone has to say with our ears about something. Listening is actually a skill which one will have to develop if we are to improve our communications with our fellow friends, family members, bosses and colleagues.

Hearing usually involves the use of our ears of which sound comes to our ear and we recognize it as music, words or traffic passing by. In this respect, we

## NOTES

are able to quickly recognize what sound we should hear and vice versa. For example, if your house is located near a highway, you will be hearing the sound of vehicles passing nearby almost every minute. Over time, you will be able to selectively turn off this sound from your mind and it will not bother you. Many times, we treat our conversation with our friends or family members just like that.

We will choose to hear only what we wanted or expected to hear from them. If the topic is not of particular interest to us, we will just shut off the conversation from our mind even though we are physically still talking to the person.

Effective listening skill is a deliberate act of our will and decision. This act of listening demand you to not have any pre conceived idea of what the other person will be responding. In other words, remove any filter in your mind about the person that you are listening to. You will have to concentrate your mind in listening to what the other person is talking. It is important to look at the person and the body movement as this will add to what the person is trying to convey.

One of effective listening skill is asking the right question and letting the other party talk. Use open ended questions instead of close-ended questions. Close-ended questions will get a short answer.

Close-ended questions usually start with:

- Are... e.g., Are you the youngest in your family?
- Who... e.g., Who is your favorite movie star?
- When... e.g., When did you graduate from college?
- Where... e.g., Where did you attend your high school?
- Do... e.g., Do you like meeting people?

Open-ended questions usually start with:

- How... e.g., How did you do in your last public examination?
- What... e.g., What are your goals in life?
- Why... e.g., Why did you resign from your last job?
- Tell me... e.g., Tell me more about yourself.
- Describe... e.g., Describe your personality for me.

**Importance of effective listening skills in our daily lives:** The following points underscore the importance of effective listening in our daily lives:

- *Saves us time and trouble:* In times of fire emergency, listening to instruction from the policemen or firemen are extremely important. In adequate listening skills may cause us our lives. For those whose work involves following a series of instructions from the production supervisor, the wrong message received can cause the whole product or processes to be damaged. In our homes, listening skill is especially important as breakdowns in marriages start with misinterpretation of what a spouse is trying to communicate. This is critical since one may tend to take our spouse for granted after living together for such a long time. Similarly, misunderstanding between neighbours happen when one fails to listen to what the other party is trying to say.



- *Portrays our image:* I am sure you have met people to whom you can confide in. In most cases, this person is someone whom you respect because he listens to all that you have to say. He is not someone who is out there just to advise you and who immediately leaves after that. Similarly, one should not be hurry when conversing with someone. As you do that more and who more, many will trust you as someone whom they can go to for advice in times of difficulty.
- *Keeps us informed:* In the age of information technology, there are still many information that are communicated verbally especially in social events setting. Ever wonder why you do not seem to be informed of many happenings around you? It could be that you are not taking the time and effort to listen to what others have to say. If you are someone who tend to talk more than you listen, try doing the reverse and you will be amazed at how much information you have gathered.

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### CHECK YOUR PROGRESS

7. List the career development techniques and skills.

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## 3.8 COMPUTERIZED CAREER ASSISTANCE SYSTEM

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Computer assisted career guidance includes a software program that assists a job seeker. Computer assisted career guidance is provided by counsellors at schools and workforce development centers, and asks job seekers a series of questions to find a career that they enjoy.

### College career centres

College career centers often offer computer-assisted career guidance. The counsellors at the career center have a computer lab available, with software programs students can use. Two of these programs include SIGI and Discover. Students use the guidance programs to look up information from surveys about demand for each occupation, as well as the work location, course and credential requirement, and personality types of workers in the field.

### Career changes

Career guidance software is also used by people who have lost their jobs. In some cases, the field has lost enough demand that other firms in the field are not hiring. The software helps job seekers in an area that has lost customers, such as finance or construction, select a field to re-train for so they can start a new career.

### Interaction with people

Computer-assisted career guidance asks many questions to find out how the person taking the test interacts with other people; for example, the program may ask

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whether the person taking the exam wishes to enter information into a computer alone, or whether he would rather be in contact with customers at a store, helping them decide what to purchase. The program may ask questions such as whether a person wants to research information and schedule projects herself, or whether she would prefer having a manager assign her tasks.

### **Work environment**

Work environment questions are also asked by the software. The person may be asked whether he prefers to work outdoors, in the forest or the desert, or indoors in a warehouse or an office cubicle. Work environment questions consider how often the person would like to travel, ranging from all the time for a truck driver, a consultant, or a travelling sales agent, to none for someone who wants to stay in one location such as an office or a shop. The software may also ask the person whether she would like to work in a large city, a suburb or a smaller town with less development.

### **Educational requirements**

Computer-assisted career guidance also asks the person how much training he wants to undertake. Some people may wish to take high school courses, and then work as an apprentice to a skilled plumber or electrician and learn as they work. Other people may want to prepare for formal education, and take additional courses in college. Professional education is considered, so the person taking the exam may be asked if she would like to study for many years so she can start a law office or a medical practice.

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## 3.9 SUMMARY

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- Career counselling focuses generally on issues such as career exploration, career change, personal career development and other career related issues. Typically when people come for career counselling they know exactly what they want to get out of the process, but are unsure about how it will work.
- The most common reasons why people seek career counselling are: The common reasons why people seek career counselling are: (i) People learn more about who they are and what they want to do; (ii) Clarification of roles and duties. find out what the next step is; (iii) Hidden strengths and aptitudes are learnt by People; (iv) People Come to know what to look for in a job; (v) Clarify a specific employment goal.
- The first step in career counselling begins with self-assessment. The variables on the basis of which self-assessment is done are personality, interests and skills.
- Today workplace culture and demands are rapidly changing. To meet the changing conditions, an employee also need to adapt himself to the changing conditions.
- Some the factors that are propelling this change are: (i) Pressure on the organizations; (ii) Breakthrough in information technology; (iii) Changing

employment patterns and employment practices—(a) Cognitive competence, (b) Social and interactive competence, (c) The new ‘psychological contract’ between employees and employers, and (d) Changes in process and place.

- Career development theories are mainly of two types: (i) Structural theories (Trait-Factor theory); and (ii) Development theories (Super’s theory, social learning theory, decision making theories, and cognitive theories).
- There are five principles for career development: (i) change is constant, (ii) Learning is continuous, (iii) Focus on the journey and understand and research your options, and (iv) Follow your heart self-awareness
- Some of the career development techniques or skills that one should acquire are leadership skills, communication skills, time management skills, problem solving skills, team building skills, listening skills, decision making skills and project planning skills.

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### 3.10 KEY TERMS

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- **Career counselling:** Focuses generally on issues such as career exploration, career change, personal career development and other career related issues
- **Close-ended questions:** Questions asking about specific events
- **Open-ended questions:** Questions that read the individual to express himself

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### 3.11 ANSWERS TO ‘CHECK YOUR PROGRESS’

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1. Career counselling and career coaching are similar in nature to traditional counselling. However, the focus is generally on issues such as career exploration, career change, personal career development and other career related issues. Typically when people come for career counselling they know exactly what they want to get out of the process, but are unsure about how it will work.
2. The common reasons why people seek career counselling are: (i) People learn more about who they are and what they want to do; (ii) Clarification of roles and duties. find out what the next step is; (iii) Hidden strengths and aptitudes are learnt by People; (iv) People Come to know what to look for in a job; (v) Clarify a specific employment goal.
3. The variables on the basis of which self-assessment is done are personality, interests and skills.
4. Some the factors that are propelling this change are: (i) Pressure on the organizations; (ii) Breakthrough in information technology; (iii) Changing employment patterns and employment practices—(a) Cognitive competence, (b) Social and interactive competence, (c) The new ‘psychological contract’ between employees and employers, and (d) Changes in process and place.

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5. Career development theories are mainly of two types: (i) Structural theories (Trait-Factor theory); and (ii) Development theories (Super's theory, social learning theory, decision making theories, and cognitive theories).
6. There are five principles for career development: (i) Change is constant, (ii) Learning is continuous, (iii) Focus on the journey and understand and research your options, and (iv) Follow your heart self-awareness.
7. Some of the career development techniques or skills that one should acquire are leadership skills, communication skills, time management skills, problem solving skills, team building skills, listening skills, decision-making skills and project planning skills.

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### 3.12 QUESTIONS AND EXERCISES

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#### Short-Answer Questions

1. Write a note explaining the reasons and factors in career planning.
2. Write a note on changing employment patterns and practices.
3. Why is effective listening skill important in our daily lives?
4. Explain Theory X and Theory Y personalities.
5. Explain the computerized career assistance.

#### Long-Answer Questions

1. Explain the theories of career development.
2. Explain the principles of career planning in schools.
3. Give a detailed account of career development skills and techniques.

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### 3.13 FURTHER READING

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# UNIT 4 HUMAN ASSESSMENT FOR COUNSELLING

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## NOTES

### Structure

- 4.0 Introduction
- 4.1 Unit Objectives
- 4.2 Selecting a Test
  - 4.2.1 Criteria of Selecting a Test
- 4.3 Types of Standardized Tests
- 4.4 Developing a Testing Programme
  - 4.4.1 Prerequisites of a Testing Programme
  - 4.4.2 Test Development Process
- 4.5 Guidelines for Human Assessment
- 4.6 Observation Instrument
- 4.7 Developing a Rating Scale
- 4.8 Self-Report
- 4.9 DSM-IV-TR
- 4.10 Student's Record
- 4.11 Group Assessment Techniques
- 4.12 Ecological Assessment Record
- 4.13 Summary
- 4.14 Key Terms
- 4.15 Answers to 'Check Your Progress'
- 4.16 Questions and Exercises
- 4.17 Further Reading

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## 4.0 INTRODUCTION

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Before actual counselling is done, assessment about the person is made. To assess the counsellor should select the right test. In this unit, you will study about how a test is selected, types of standardized tests, process of developing a testing programme, guidelines for human assessment, observation instrument, development of rating scale, self reporting, group assessment, etc.

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## 4.1 UNIT OBJECTIVES

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After going through this unit, you will be able to:

- Understand how to select a test
- Know the types of standardized tests
- Develop a testing programme
- Know the guidelines for human assessment

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- Learn about the observation instruments
- Know how to develop the Rating Scale, DSM-IV-TR, Self Reporting and Group Assessment Technique
- Understand the ecological assessments record

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### 4.2 SELECTING A TEST

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A diagnostic process that measures an individual's behaviours, motivators, attitudes, or other selected qualities is known as human assessment. An assessment must be accurate and objective in order to be valuable to individuals and organizations. It must meet scientific criteria, as well as provide meaningful insight. Assessment provides more than just data and information to organizations—it helps measure progress and opens doors to strategic change. Assessment can lead to increased self-awareness and inspire people to learn and grow (Brown, 2008).

The following considerations need to be given to tasks while designing assessment:

- Involvement with learning should be promoted
- It should be within reasonable academic workload parameters
- They should be reliable, valid and equitable
- They should be clearly communicated to students

Assessment is an ongoing process of setting high expectations for student learning, measuring progress toward established learning outcomes, and providing a basis for reflection, discussion and feedback to improve university academic programs. It is a systematic and cyclic process that makes expectations and standards explicit and public. Fundamentally, assessment seeks to support and improve student learning. It is the result of a movement toward accountability and involves a paradigm shift from the traditional view of what teachers provide (inputs) to a concern for what students actually learn, do, and achieve (outputs).

Counsellors should not use standardized tests that they cannot interpret or tests which do not give accurate measure.

#### 4.2.1 Criteria of Selecting a Test

##### Validity

The degree to which a test measures what it is supposed to measure, e.g., do I.Q. tests really measure intelligence or do they simply reflect one's cultural or educational experiences?

##### Types of validity

- Content validity: Instrument represents the content areas and behavioural patterns being assessed.

- Construct validity: The adequacy of the underlying theory of construct it is based upon. Logical inferences on types of responses can be made.

### Reliability

Reliability is the degree to which a test gives consistent and dependable results over and over again.

### Types of reliability

- Test-retest: one way of testing
- Internal consistency: Comparing responses to odd-numbered questions with those of even-numbered ones.

### Practicability

While determining the practicability, the following questions are answered:

- Is there a person qualified to interpret tests?
- Cost of the test? Many can only be used once.
- Time required for administration.

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## 4.3 TYPES OF STANDARDIZED TESTS

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Tests are first developed and then standardized. Then, using established procedures and guidelines they are administered, and scored. Through these procedures and guidelines it is ensured that all students are tested under the same conditions. They are all given equal opportunity to determine the correct answers, and then all the scores are established and interpreted using appropriate criteria. Following are two types of standardized tests:

1. **Norm-referenced tests:** These tests are used to compare student performance to that of other students;
2. **Criterion-referenced tests:** These tests are used to measure student performance against a defined set of learning requirements or expectations.

Test developers follow established procedures while developing standardized tests. This is done to create questions that reflect the learning requirements or the curricula. The test is analyzed to ensure that it measures student performance accurately and reliably. There are prescribed directions for how the test is to be administered. When standardized tests are given to students—every test in every school must be given under the same conditions to ensure that no one has an advantage (Anastasi, 1982). When standardized tests are scored, manual and computer-assisted analyses double check the scoring process. This is done to ensure that every student's score is accurate. Interpretation of standardized test scores is a crucial task because the decisions can have significant impact on students' lives. There are many guidelines usually statistical analysis which guide or govern how test results can be applied.

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It is important to know about the type of test being given, how it is developed, administered, scored, and interpreted, in order to gain more insight in understanding the testing process. This insight helps to understand its outcomes, and, in making decisions regarding a student's education.

Standardized test is one tool that schools use to know about students. These tests have their brochure which explains basic features of the test. They suggest questions that you might ask your child's teacher about testing. When we understand the role of testing it helps us to enable our child to succeed in school. Test scores also let us develop a better relationship between us and our child's school (Herndon, 1980). Standardized tests are created by commercial test publishers. They are designed to give a common measure of students' performance. These tests give educators a common yardstick because large numbers of students take the same test throughout the country. Educators usually use these standardized tests to know how well school programs are succeeding. These tests also help the educators to know the skills and abilities of today's students.

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### 4.4 DEVELOPING A TESTING PROGRAMME

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#### 4.4.1 Prerequisite of a Developing Testing Programme

- Determine needs: What information will you need to provide a good service to the population targeted?
- Determine the program's objective.
- Select the appropriate instruments.
- Determine the test and the testing schedule (this includes 10 steps of developing the testing process as discussed above) is part of.
- Evaluate the outcomes.

#### 4.4.2 Test Development Process

The test development process can be described into ten steps where each step ensures the validity, reliability, defensibility and security of the tests:

1. Conduction of the job task analysis
2. Development of the test blueprint
3. Developing items
4. Review and validation of items
5. Assembling and delivering beta exams
6. Analyzing beta exam results
7. Constructing equivalent exam forms
8. Establishing the passing score



9. Administering/scoring operational exams
10. Providing ongoing test maintenance

### Step 1: Conducting the Job Task Analysis

This is the most complex and lengthy step of the test development process. The content of the examination must be related to the job or role the individual is playing. For establishing job-relatedness a job task analysis is the most widely used and accepted way. As with a home, a solid foundation will result in a solid structure; this step serves as the foundation for the examination. The job task analysis is a systematic method of collecting data within a profession regarding the knowledge, responsibilities, and skills associated with acceptable performance. Then by using these data the blueprint is developed for the test. The job task analysis typically consists of two phases (Henderson, 1996):

1. Describing and obtaining the job information
2. Validating the job description

**Phase 1: Describing and obtaining the job information:** First the target audience for each certification examination needs to be defined, documented, and provided to the participants as reference material. Then the job information is obtained and described. In developing the job description multiple methods and information gathering approaches should be used. They can also use handbooks, training material, product specifications, and work-related procedure manuals. In case of rapidly changing jobs or duties individuals recognized as experts or trainers in the field serve as good sources. Another common method is to consult individuals currently performing or who have recently performed the role for which the certification is intended. The validity of the certification examination increases with the use of these subject matter experts (SMEs) as data are obtained directly from individuals who are the most knowledgeable about a job (Flaherty and Hogan, 1998).

*Selection of subject matter experts:* It is ensured that the group of SMEs selected is representative of the population for which the exam is intended.

For example, having only novices participate may result in an incomplete job analysis as some necessary tasks may be omitted. On the other hand having only experts with many years of experience may result in a listing of tasks that are not reasonable for a minimally qualified candidate. Thus the job analysis should not only include those who are experts and highly recognized within the profession, but also it should include 'entry-level' professionals. By doing this it can be ensured that the tasks identified reflect work situations which are commonly encountered by those achieving the certification (CLEAR, 1998). In addition to skill level, other factors to consider in forming a representative group are:

- Geographic region
- Ethnicity
- Gender

### NOTES

## NOTES

- Age
- Education level
- Work setting (e.g., university, corporation)
- Years of experience
- Specialty area

It is desirable to include SMEs who will also be involved in other phases of test development while establishing a committee of SMEs to participate in describing the job tasks. As some overlap between the different stages helps ensure a smoother transition throughout the process. SMEs can range from 8–15 in numbers. However, the true number will depend heavily on the certification.

*Organization of the job description:* Typically, the description starts as an objective catalog of tasks that people do on the job. These descriptions take the form of a list of tasks. After this exhaustive list is developed, it is reviewed to ensure that each task listing is independent of the other tasks. It is also ensured that the task list is comprehensive, and no tasks have been overlooked.

The tasks are categorized into major technology area or categories. These domains or categories provide the framework for a training program and also serve as organizational framework for the exam. The list of tasks is categorized into the domains after the domains are defined. A task should be placed in only one domain. The job tasks are translated into specific, measurable knowledge, skills, and abilities to develop the test objectives. Then the list of objectives is used as the framework for the curriculum material and certification examination.

**Phase 2: Validating the job description:** As soon as the complete listing of objectives is determined, it becomes mandatory to have this listing validated. This validation is done with a representative sample of individuals who are currently performing the job for which the certification is needed. The validation effort is typically involves surveying a random sample of job incumbents.

The amount of empirical evidence to support the content validity of the examination is increased by using a survey design (Henderson, 1996). In case of non-availability of job incumbents, as with rapidly changing IT professions, a random sample is selected of individuals familiar with the job being certified. This group should include all development areas, including research design, development, quality assurance, and training.

*Developing the survey instrument:* For test development, proper development of the survey is crucial to the collection of useful information. The main issues that must be considered are providing clear, meaningful directions to the respondents, collecting demographic information, and developing the questions and rating scales (Flaherty and Hogan, 1998). At least, the directions provided to the survey respondents should include the statement of purpose. How the data will be used, projected amount of time needed, definitions of any scales used, the date for returning the survey, information on returning the survey, and a contact person or email address in the event that respondents have questions.

The demographic questions should cover the same background information (e.g., geographic region, gender, ethnicity, age, education level, work setting, years of experience, specialty area) collected when selecting the SMEs in Phase 1 of the job analysis. In the survey the amount of time respondents spend in their jobs performing the tasks associated with the certification should also be asked. In case the amount of time performing the specified job function is not adequate, then that respondent's data should be avoided. Questions regarding willingness to assist in future test development efforts are also asked by the certifying organization. The survey questions are typically in the form of a Likert rating scale with each item corresponds to a domain or objective. Depending on the type of certification, a variety of rating scales can be used, for example, if the main purpose of the certification program is public protection then the consequence of error would be asked for each objective. If the main purpose is development of the training curriculum then the frequency with which a respondent performs an objective may be asked. If the goal of certification is to distinguish between knowledgeable and unknowledgeable candidates then the importance of each objective may be asked. A combination of ratings such as criticality, frequency, and importance can also be used. Respondents should be given the opportunity to identify the relative importance of each domain in addition to the ratings for the objectives.

In determining the weightings on the examination, SAS Institute's certification exams currently use the importance rating scale as the key component. A four point Likert scale is used. Here 1 indicates that knowledge of this task is not essential to the job performance of a certified professional. 4 indicates that knowledge of this objective is essential.

### **Step 2: Developing the Test Blueprint**

The test blueprint defines the attributes of the examination. Then this blueprint is used to ensure that the assembled test forms are consistent from form to form in content. It means that, if one candidate receives Form A and another receives Form B, they should be taking equivalent exams. The exams will be made statistically equivalent with the help of Statistical analysis. This will be discussed later in this unit. The test blueprint should at least include the following:

- Description of the target audience
- Purpose of the exam
- Total number of items on the exam
- Number of items per domain/objective
- Exam format and item types
- Content outline

In the above list the first three items are usually determined in Phase 1 of the job analysis or by the certifying organization. Through the use of empirical data from the job analysis survey, the way the items are dispersed across the exam is determined. The objectives can be prioritized and weighted with the help of these data; for example, objectives which receive higher importance ratings will have

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more items allocated to them. Objectives which receive lower importance ratings will have less items allocated to them. The test content outline can be finalized, once the percentage of items has been determined. At this point, the type of items to be used and exam must also be determined. There are multiple ways in which assessment of content knowledge and readiness for acceptable job performance can be conducted. A multiple-choice examination is the most common method to use. Some additional methods are simulations, case studies, and short answer questions. Also, the Performance assessments that involve the actual demonstration of job-related behaviour can be used. Each method has advantages and disadvantages (Dungan, 1996; Haladyna, 1999). To determine the best method for assessing knowledge of the task an analysis of the tasks would need to be conducted. In selecting the assessment type, the tradeoffs for each type of examination and budgetary constraints would also be considered.

### Step 3: Developing Items

A pool of items is developed to measure each of the objectives as soon as the test blueprint is finalized. Through a classification system, each item is linked to the test blueprint. In the test blueprint stage, the number of items and the type of items that are needed will have been determined. At least three times as many items need to be written in order to ensure that enough items survive the item review and beta test process. Many of the guidelines can be directly applied to other item types, such as short answer or essays. SMEs (subject matter experts) should write the exam items.

This section will focus on the multiple-choice item. Therefore, to assemble a group of SMEs to develop items is the first step in item development.

**Selecting item writers:** Rigorous requirements by the Items developed for use on the SAS certification examinations must be met. This is designed to ensure fairness and exam validity to all candidates. Therefore, prior to their use on the beta examination SMEs are used to generate, review, and validate all exam items. As in the case of job task analysis, the SMEs must represent a diverse demographic group similar to the population being tested. Both content knowledge as well as a clear understanding of the job for which the examination is certifying must be possessed by the SMEs. The item writers ideally, should consist of trainers, consultants, quality assurance testers, developers, designers, quality partners, and recognized professionals. Minimally, item writers should be certified at the previous, equivalent examination level. To protect the confidentiality of the items Item writers should be required to sign an agreement. This agreement would establish the copyright ownership of the items as those of the certifying organization.

**Item writing training:** All SMEs who are involved must complete item writing training before writing items. This is done to ensure familiarity with psychometric processes and with the exam requirements. There are many methods of accomplishing item writing. The most intensive training and writing method involves bringing the selected group of SMEs to an item development workshop

lasting a minimum of two days (Dungan, 1996). Item writers receive formal training in item writing during this workshop, and generate items in small groups. While developing items, writers must ensure that the items generated are:

- Significant (i.e., important to measure)
- discriminate between knowledgeable and unknowledgeable Candidates
- match the intended objective
- do not provide any unintentional source of difficulty or answer cues.

The cognitive level of the items they are writing must be taken care of by the Item writers. Bloom taxonomy is a well-known approach to classifying objectives by cognitive levels (Bloom, Engelhart, Furst, Hill & Kratwohl 1956). Bloom's taxonomy consists of six levels:

- Knowledge: identify, state, recall, define, list, specify
- Comprehension: distinguish, provide examples
- Application: calculate, apply, solve
- Analyse: compare and contrast, detect errors
- Synthesis: design, formulate, integrate
- Evaluation: assess, decide, appraise

While the usefulness of Bloom's taxonomy in item writing has been debated, nonetheless this taxonomy has served as a foundation for many modified cognitive classification schemes (Dungan, 1996). Item writers should minimize the use of simple knowledge-level items. Rather they should strive to develop items that measure higher levels of cognitive understanding. These items will better discriminate between knowledgeable and unknowledgeable candidates.

**Initial item review:** The SMEs should review the item and validate its importance and objective match once the first draft of the item is written. Items should also be reviewed to ensure that (i) they are technically accurate, not misleading or tricky, (ii) unbiased toward any population subgroup or culture, and (iii) They are clearly worded. At this point, editorial changes can also be made.

#### **Step 4: Reviewing and Validating Items**

A psychometric/editing team should review the items to ensure they meet standard, accepted psychometric properties once the items have passed the initial review. It should also be reviewed to ensure they meet any specific standards of the certifying organization. At this point minor editing can be done to the items. The item should be in its 'final' form after this review is completed. Then a set of SMEs review the 'final' items. The composition of this team is critical to the overall test validity as in the case of the item writers. A team of qualified practitioners currently performing the job should represent the population for which the certification is intended. Since these reviewers will be exposed to a significant number of test questions Signed confidential agreements should be used. Each item is thoroughly reviewed for technical accuracy, relevance, and clarity during this stage. All responses are

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reviewed to ensure that the incorrect choices unquestionably incorrect. The correct answer is reviewed to ensure that there is only one appropriate answer. Final consensus is reached on all technical issues. It is also ensured that whether this item belongs in the item pool.

Final approval of the item is also reached as it is to appear in its beta tested format. The item writing and review process can be conducted in many different ways. For example, to save on cost, this SME review can be combined with the item writing process. Psychometric/editing changes are made after a small team of internal technical reviewers can verify the accuracy of the items prior to field-testing. Regardless of the method used, the items should be written, reviewed, and approved by SMEs. This should be followed by a psychometric/editing review with a final check on the item accuracy. Once an item has been field/beta tested, it cannot be changed. As a result, it is critical to ensure that the items agreed upon at this step are complete and correct.

### **Step 5: Assembling and Delivering Beta Exams**

Items are placed in the item pool once reviewed, edited, and approved. All items that are viable candidates for the examination are deposited in an item pool or item bank. This is a depository of such items. Beta examinations are conducted during a limited time period. This time period depends upon the number of candidates anticipated to test within a given period; for example, if beta testing is held in conjunction with a popular candidate attended conference, a shorter time period can be used. These events result in a high number of participants. The beta exam is done with the aim of field testing the entire item bank. Though it requires multiple beta exam forms, but it provides as many items as possible to use to the certifying organization while developing the operational forms. Multiple forms have a major disadvantage; they need more beta candidates so that there is meaningful data on each item on each form. At least 75–100 candidates each will have to take beta examination form. Prior to the development of the operational examination, take each data collected from the beta exams. Then the certifying organization is allowed to assess how each item performs and provides a chance for unforeseen problems to be resolved. Immediately following the test administration, the data also provides preliminary information critical for the development of pre-equated test forms that can be operationally scored. However, for the pre-equating to be meaningful, large representative candidate samples are needed. This is done to ensure the stability of the data. some form of post-exam equating should be considered in case of inadequate sample. Kolen (1995) provides a description of various equating techniques. to account for the items that do not perform well, longer examinations are given at the beta level. These items will not be used to determine a candidate's score. However, candidates need to answer a sufficient number of items to provide a reliable and valid exam score. By making the examinations longer, the items that survive for scoring provide a means for providing the candidate with their test score. The longer forms should be proportional to the operational examination blueprint. Examinees taking a beta exam cannot receive their scores immediately.

Instead they have to wait until all analysis of the beta exams is completed. The items which will comprise their examination version are selected, and the passing score has been determined. The candidate have the opportunity to achieve certification earlier than if they wait for the production exam. Also, beta examinations are typically offered at a reduced cost. While administering the beta examinations the same method as the operational examination should be used. The administration procedures, directions, security, and amount of time per item should match the operational examination.

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### Step 6: Analysing Beta Exam Results

As mentioned earlier, to field test items is the main purpose of beta testing. Item data are reviewed to determine whether the items performed as intended. At least, the certifying organization should consider following item statistics:

- Item difficulty
- Item discrimination.

Item statistics must be reviewed from a psychometric perspective. Before using the item on the operational examination, Content experts should flag any potentially flawed items for additional review or in the scoring of the beta exam. In reviewing the items, the content experts should be provided with the number of candidates selecting each option and the mean score achieved by each group selecting each option, in addition to the above mentioned statistics.

**Item difficulty:** The item difficulty (p-value) of an item is defined as the proportion of candidates who answer the item correctly. In general, the correct response option for an item should be chosen more frequently than the incorrect options. P-value will be lower for difficult items.

For standard one answer, four option multiple-choice items, p-values less than .30 (a value slightly higher than the chance for guessing it correct) should be flagged for review, as these items may be too difficult. Many a times low p values are used to find items whose wordings are not clear. Similarly, items having a p-value greater than .95 may be too easy. Since 95 per cent of the candidates are answering this item correct, this item cannot provide distinguishing information between candidates who are knowledgeable on the content versus those who are not.

**Item discrimination:** Regardless of the difficulty level, an item must also be able to distinguish between low scoring candidates and high scoring candidates. If low scoring candidates are getting a particular item correct, while the high scoring candidates are missing the item, there may be a problem with the item, for example, perhaps the wording of the item results in higher scoring candidates misinterpreting the item and selecting the incorrect response option, while lower performing candidates answered the item correctly. This case is called negative discrimination. In some cases, low and high scoring candidates may perform the same on the item. This situation is called no or zero discrimination. The goal is to have positive discrimination. When higher performing candidates answer the item correctly while

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lower performing candidates miss the item, this is called positive discrimination. As a result, this item has predictive ability of total exam performance. Correlation of scores on the item with examinees' total scores can be thought of as the Item discrimination. This correlation referred to as the discrimination index and is known as the point-biserial correlation. The item should be flagged for review, if the discrimination index is less than .25. The numeric values provided above for item difficulty and discrimination are only guidelines. Depending upon the purpose of the testing program the criteria may vary. In addition, there will be cases where items will be flagged, but they will still be retained. As an example, consider an item with a p-value of .94. Since the majority of candidates are getting the item correct, there is not much room for discrimination so the point-biserial may be lower than .25. Each flagged item may have a unique situation and should be reviewed prior to eliminating the item. In addition, an item with excellent statistics may still not be a good item. For example, an item may have a p-value of .60 and a discrimination index of .80. Statistically, it appears that this item is performing well. However, upon further review, one might discover that candidates were only selecting options A and B, and that none or very few candidates chose options C and D. In this case, the single answer, four choice multiple choice item has in a sense become a true-false item with a 50 per cent chance of getting the item correct. The test developer may select to flag the item for further revision in this case. In addition to the p-value and discrimination index, advanced item analysis uses item response theory to provide the test developer with additional information on how examinees at different ability levels perform on an item. Item response theory would be necessary if an operational test was delivered as a computer adaptive examination rather than a sequential computer based examination. With computer adaptive testing, the individual test taker's ability is considered in determining what item the candidate receives next. The item response statistics are used to help make this determination so that each candidate receives a tailor-made examination. When a candidate answers an item correctly, the candidate is presented with an equal or more difficult item. An algorithm determines when the candidate has answered enough items correctly at a given level to determine with confidence the candidate's score.

**Storing/maintaining acceptable items:** Throughout the process, the test developer should be maintaining a record of the items written and beta tested. However, before beginning to assemble the examination, all items accepted should be denoted as potential exam items. All items not accepted should be flagged so that they are not used in any exam forms. While some may choose to have one database with a field designating whether the item is usable or not, two separate databases can be maintained. An organized and maintained item bank can facilitate and enhance the test construction process. The item bank provides the history of the item and should allow for sorting features to assist in test construction. As a minimum, the item bank should include the following information for each item upon completion of the beta examination.



- Unique item identifier
- Objective number from test blueprint
- Beta form
- Date of beta administration
- Sequence number of item on the exam
- Number of candidates who attempted the item
- Number of candidates selected each option
- Number of candidates who omitted the item
- Discrimination index
- p-value
- Average time to answer the item
- Author of item
- Reference for answer verification
- Cognitive level (based on chosen taxonomy)
- Type of item (e.g., single answer multiple-choice)
- Equivalent items (i.e., similar items that should not appear on the same form)
- Graphic link, if graphic is part of item
- Item status (e.g., new, experimental, secure, non-secure)
- Comments

While many of these initial fields can be completed at the end of beta testing, operational exam results should be added once obtained through ongoing test maintenance. In addition, several fields are completed pre-beta during the development of items.

Items included on an examination can be selected through an automated item bank by randomly selecting items to meet prespecified parameters. For example, a 100 item exam with an overall p-value of .73, a discrimination index of at least .50, and no more than 20 per cent of the items at the lower, knowledge cognitive level could be specified. The larger the item pool the more flexibility and capability the test developer would have in constructing the examination.

#### **Step 7: Constructing Equivalent Exam Forms**

Test developers should also try to maximize the reliability of the examination while designing the exam to meet the specifications of the test blueprint. This characteristic assures that if the same candidates were tested again the same results could be replicated under similar circumstances. the KR (Kuder-Richardson) 20 coefficient is a commonly used index to measure reliability of certification examinations. The goal is to obtain the highest reliability estimate possible. This value ranges from 0

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to 1. The value of the KR20 coefficient is directly related to the number of items on the exam. The reliability of the examination will be higher if more items are on the exam. For exams having 150 or more items, indices of reliability may be in the high 1980s or low 1990s. However, shorter exams with 50–100 items should have minimum coefficient values in the low .80s or high .70s. (Dungan, 1996). It is required to have multiple forms of an exam For many reasons (e.g., test security, repeat test takers). It is critical for multiple examinations that the examinations are operationally equivalent from a content and statistical point of view besides being reliable measures. In establishing equivalence, the first step should be to ensure that the examinations align with the test blueprint. This level of equivalence ensures equivalence at the content level and also provides content validity to the examination.

No matter which form a candidate receives, the candidate will have the same number of items on a particular topic as a candidate receiving a different form.

The second step is to ensure statistical equivalence. Candidates should not be penalized for taking harder versions of an examination, nor rewarded for taking an easier version. Test developers can control for statistical equivalence when constructing the exam by careful selection of the items. By using the beta test results, items can be selected so that pre-equated tests forms are generated. In developing pre-equated forms, the items selected should yield, at a minimum, equivalent average p values. It is also desirable to have equivalent point biserials, time required to complete the items, mean scores, standard deviations, reliability, skewness, kurtosis, and standard error of measurement for all forms.

Unfortunately, without an adequate number of items, achieving equivalence at the p-value may be challenging. In addition, even though equivalence is obtained, if the beta sample is not representative of the population sample, then the equivalence may not hold for the operational forms. To ensure that forms are statistically equivalent, a process called equating is used. The method discussed above is one preliminary method. However, it can only provide a small guarantee for equivalence. One common technique for equating certification examinations is to administer different groups of candidates a common set of items. While Form A and Form B differ, they share a common set of items, called the anchor set. Generally, about 20 per cent of the total number of items on the test or 20 items, whichever is greater, should be used as the anchor set (Angoff, 1984). However, for the anchor set to perform as the equating set, special consideration must be taken in selecting items as part of this set. As a minimum, these items should have high discrimination power and be representative of the overall content of the examination. Candidate performance on the anchor set can then be compared with performance on the unique items. If average candidate performance on the anchor set is higher for Form A than Form B but performance on the unique items is lower, then the unique items on Form A may be more difficult than those on Form B. As a result, a statistical adjustment is made to candidates receiving Form A so that they are not penalized for taking a harder set of unique items. This adjustment is made prior to

comparing the candidate's score with the cut score. This equating design allows for the regular revision of current examinations and the introduction of new examinations into the testing cycle. By using the common anchor set across all operational forms, the process ensures that all versions of the exam are at the same difficulty level as Form A, the base version. Many other equating techniques exist using both classical and item response theory. Readers interested in a description of these methods should consult Kolen (1995).

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### Step 8: Establishing the Passing Score

After the examinations are constructed, the passing score for the exam must be determined. Pass/fail standards must be established in accordance with testing guidelines, i.e., in a manner that is generally accepted as being fair and reasonable, rather than arbitrarily set. There are two broad categories of standard setting: normative and absolute. Normative standards base pass/fail decisions on how a candidate performs relative to the other candidates. Prior to the test administration the percentage of candidates that will pass is determined. Candidates pass based on where their score is in comparison to the other candidates. An example of normative standards is an examination used for scholarship purposes. The sponsoring agency may know they can only provide scholarships to the top 10 per cent of applicants. Absolute standards, also called criterion-referenced standards, establish a specific level of performance which must be attained. Pass/fail decisions are made based on whether this level is met, regardless of the number of candidates passing. Certification examinations typically use absolute standards, as their purpose is to ensure that a specified level of competency has been met. The most commonly used and widely accepted method for establishing the passing score on certification examinations is the Angoff method (1971) (Sireci & Biskin, 1992). While most certification programs developed within the past two decades are using Angoff, another popular technique in the IT industry is contrasting groups. This discussion will focus on the Angoff method as this method was used for SAS Institute's V6 certification examinations. Readers interested in learning more about the other techniques are referred to Crocker and Algina (1986), NOCA (1996), and Impara (1995).

**Angoff method:** The first step in the Angoff method is establishing the committee of SMEs, called *judges*. As with the job analysis, item writing, and item review, the group established should be representative of the profession and familiar with the level of knowledge for which the certification is intended. It is critical to include individuals at the level for which you are certifying in the standard setting process; for example, if the certification is intended for entry into the profession, then entry level professionals should serve on the committee. These 'non experts' can provide useful discussion material into the characteristics that certified professionals should possess. The size of the standard setting group is not as important as the composition of the members. However, general practice recommends no less than five judges should be used. The judges must first agree upon the definition of the minimally qualified candidate. The judges are then asked

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to think of a group of minimally qualified candidates and, for each item, independently determine 'what is the probability that a minimally qualified candidate *will* get this question correct?' For each item, the judges determine the average Angoff rating. The Angoff passing score is the average of the averages across all items. The Angoff rating for each item should be recorded in the item bank. If only five judges are used, all ratings should be used. As the number of judges increases, the highest and lowest ratings can be deleted if these ratings are outlier values (i.e., 20 per cent away from their closest neighbouring rating). The difficulty of the Angoff approach is in conceptualizing the definition of the 'minimally qualified' candidate. As a result, participants typically need to review the definition repeatedly during the process. Discussions among the judges, after their independent ratings, can be helpful to judges forming their final item ratings. In addition, review of the beta item statistics can also be helpful to the judges in conceptualizing the 'minimally qualified' candidate and providing a crosscheck of their ratings. Judges, however, must remember that the beta exams reflect all candidates, not just the 'minimally qualified' candidates and must use these data with caution.

### Step 9: Administering/scoring Operational Exams

Once the passing point is established for the exams, the exam is ready for administration. Traditionally, examinations were given via paper-and-pencil in a group setting at a particular time.

However, in the past several years, certification examinations have begun to shift to computerized administrations, particularly in the IT industry. The importance of standardized testing administrations is directly addressed in the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 1999). The testing environment should be reasonably comfortable and have minimal distracters. The test administrators must follow standardized procedures. The exams must be securely stored and the administration must be proctored to ensure the validity of the test scores. One major advantage of computerized testing over paper-and pencil testing is the availability of immediate scores. With traditional paper-and-pencil testing, scores could not be calculated until all answer documents were returned to the central scoring location. The documents had to be scanned in order to process the scores. With computerized testing, the scoring issue becomes how much information should be provided to the candidate. Rosen (1996) suggests that candidates be given as much information as possible. The raw score should be provided along with section scores and the required passing score. Any equating or raw-to-scale score conversion would be done at the end of the examination. Regardless of what is reported, clearly written explanatory material should be provided so that scores are not misinterpreted.

Another advantage to computer administration is that greater standardization can exist than with paper-pencil examinations across a global setting. In addition, exams are available throughout the year for increased testing flexibility, rather than

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specific test dates. Another issue regarding exam administration is repeat testing. It can be expected that not all candidates who take a certification examination will pass. Some may not pass due to lack of knowledge or readiness. Others may not pass due to situational reasons such as temporary illness or high-test anxiety. While examinees deserve the chance to be retested, some guidelines should be established. Whenever an examinee takes an exam, they have 'practiced' taking the exam. The more 'practices' a candidate has, the better chance for an increased test score. This increase in test scores is called a practice effect. Certification examinations are designed to ensure that those achieving the credential possess the appropriate level of knowledge. The validity of the candidate's score will be compromised if the practice effect is high. As a result, guidelines should be established as to how often an examinee can repeat Certification Program requires a minimum of two months between testing and a maximum of three testing opportunities within a twelve-month period.

### **Step 10: Providing Ongoing Test Maintenance**

At defined intervals throughout the testing cycle, item level and test form statistics should be reviewed. The operational data should be compared to the beta item statistics. In addition, periodic review of the statistics ensures that the keys are accurate and that the items are performing as intended. Similar patterns between the beta and operational examinations provide another measure of the exam's content validity. The final operational item statistics should be recorded in the item bank as part of the permanent item history.

The following data should be obtained and recorded at the end of each defined interval:

- Group mean
- Standard deviation
- Standard error of measurement
- Highest and lowest scores obtained
- The percent of candidates passing
- Group mean on the anchor set of items, if using anchor sets, and the unique set
- Exam reliability

Collection of these data allows the certifying organization to monitor the consistency of test form statistics, candidate characteristics, and the passing rate over time. For example, suppose the passing rate increases from 60 per cent to 90 per cent during one quarter. This unreasonably high jump should raise a flag to the certifying organization. Perhaps a new training course was developed and is responsible for the increase in scores, or perhaps the security of the examinations has been compromised. As another example, suppose the passing rate decreases substantially, then the certifying organization may want to ensure that there is not an error in the answer key or scoring program.

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**CHECK YOUR PROGRESS**

1. Mention the two major categories of standardized tests.
2. List the ten steps in test development process.

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**4.5 GUIDELINES FOR HUMAN ASSESSMENT**

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Regardless of the setting in which they function, counsellors can better understand their clients' behaviour through the insights gained by studying behaviour in the context of other disciplines and cultures. A social and behavioural science that focuses on the study of individuals and groups in society and how they behave and interact with one another. Sociology contributes to an understanding of the social networks and their impact on individuals, individual roles, and relationships within those networks.

- Each individual human being is unique, and this uniqueness is to be valued.
- That uniqueness is to be valued, not standardized.
- Accurate human assessment is limited by instruments and personnel.

Counsellors should not use assessment techniques, including standardized tests, in which they have not been thoroughly trained.

Limitations of clients to respond to items.

- Unwillingness
- Inability

Limitations of instruments.

Human assessment accepts the positive.

Assessment should be a positive process that seeks to identify the unique worth of each person; their potential.

Human assessment follows established professional guidelines.

Be aware of the relevant ethical guidelines established by their professional organizations.

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**4.6 OBSERVATION INSTRUMENT**

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There are following three basic forms of *systematic observation*:

- **Naturalistic observation**
  - o Observing clients in a natural setting.
- **Survey method**
  - o Observe particular samples of individuals' behaviour that we want to assess.

- **Experimentation**
  - o We not only observe, but impose specific conditions on those being observed.
- **Levels of observation, sophistication and training required**
  - o First level: casual information observation.
  - o Daily, unstructured, and usually unplanned; no training or instrumentation required.
  - o Second level: guided observation.
  - o Planned and directed using checklists and rating scales; some training desired.
  - o Third level: clinical level.
  - o Prolonged observations with controlled conditions using sophisticated techniques, usually doctoral level.
  - o Involves DSM-IV-TR interpretations.
- **Limitations of observation**

Casual observations do not lend themselves to consistent accurate recall.

  - o Recall of road signs.

Complete and accurate recall of undirected or casual observations tends to decrease with the passage of time.

  - o Witness stand; being asked to recall who the first three persons were that you saw on a particular day, or asked to recall what you were wearing.
- Similar observations will be viewed differently because each person has his or her own unique frame of reference for interpreting what he or she sees.
  - o People differ in how they view the same event, person, or place, and also the details they observe.

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### CHECK YOUR PROGRESS

3. List the guidelines for assessing the clients.
4. What are the three basic forms of systematic observation?
5. What are the three levels of observation, sophistication and training required?
6. What are the limitations of observations?

## 4.7 DEVELOPING A RATING SCALE

There are five steps in designing a rating scale:

1. **Determine the purpose(s):** Scales that have clear objectives are more accurate.

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2. **Identify the items:** Identify appropriate criteria to be rated.
3. **Identify the descriptors:** Items may not be ratable, so descriptors are used.

- Item = appearance
- Descriptor = neat and well-groomed at all times

4. **Identify evaluators:** It involves deciding on the

- The number of intervals or points on the scale.
  - o 1 2 3 4 5
- Defining evaluators.

Never Rarely Sometimes Usually Always

5. **Determine format:** It involves deciding things such as

The length - not too long

The directions for completion

### Limitations of rating scales

Common Instrument Limitations:

- Poor and unclear directions for the scales' use.
- Failure to adequately define terms.
- Limited scales for rating.
- Items that tend to prejudice how one responds.
- Overlapping items.
- Excessive length.
- Middle Rating.
  - o Playing it safe by using only the average or middle categories on a scale.
- Biased ratings.
  - o Raters permit one item that they particularly value or emphasize to set a pattern for the rating of other items.

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## 4.8 SELF-REPORT

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- Done by the client; invaluable.
  - o Autobiography:
    - An opportunity to describe their own life as they have experienced it.
    - Can be thought-provoking, insightful, relieve tension, and a stimulus for action.
    - Appropriate topics would include:
      - ◆ My biggest concern is...
      - ◆ I'll bet you don't know that...



- ◆ I value...
- ◆ My future plans are...
- ◆ My job is...
- Elicits positive responses as well as possible problems or concerns.
- Limitations:
  - Some clients will think it's too much work and will not put forth effort.
  - Self-insight may not be accurate.

## NOTES

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### 4.9 DSM-IV-TR

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This is the most popular diagnostic system in the US.

- A standardized system used to communicate diagnosis with other mental health professionals.
- Satisfies record-keeping requirements for the agency which accredits hospitals.
- Classifies clients in statistical categories and predicts course of disorder.
- Helps create treatment plans

#### **Multiaxial classification**

DSM-IV-TR offers five axes on which the bio-psychosocial assessment of your client can be recorded.

- The first three axes are for recording the mental and physical diagnoses;
- The others enable you to note environmental problems and to provide an assessment of the patient's functioning over the previous year.
- The five axes include:
  - Axis I:
    - Clinical disorders
    - Other conditions that may be a focus of clinical attention
  - Axis II:
    - Personality disorders
    - Mental retardation
  - Axis III:
    - General medical conditions
  - Axis IV:
    - Psychosocial and environmental problems
  - Axis V:
    - Global assessment of functioning

## NOTES

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### 4.10 STUDENT'S RECORD

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Student (or parents) must be given access within 45 days from time request has been made.

- Student (or parents) must be granted a hearing on validity of items in the file.
  - o Under the law, confidential letters placed in the file prior to Jan. 1, 1975, need not be disclosed; however, the student may waive this right.
- Educational instrument cannot release personal identifiable information about students.
- Students must be made aware of these rights.

#### CHECK YOUR PROGRESS

7. Mention the five steps in designing a rating scale.
8. List the limitations of the rating scales.
9. What is a self-report and what are its limitations?
10. What is DSM-IV-TR diagnostic system?

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### 4.11 GROUP ASSESSMENT TECHNIQUES

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Group assessment has built-in potential for evaluating collaborative as most of the work of collaborative is done in groups. Group assessment techniques use a group format for various purposes. Group assessment may be used at any phase of collaborative development to identify evaluation needs and question, to prioritize them, to share evaluation information within the group, to document outcomes, and to monitor and/or process feelings within the collaborative. Though varieties of group techniques abound we describe a few variations which may be useful in evaluating collaborative.

**Brainstorming:** common tool for groups to creatively generate ideas

**Nominal group:** popular problem-solving or idea-generating strategy for achieving consensus. Group members are asked to write their ideas down instead of expressing them verbally.

**Buzz session:** simply break down a large group (10–15) into smaller units (3-5) for focused discussion. Some people have trouble participating in large group discussions or meetings

**Fishbowls:** refers to a smaller sub group which is discussing among itself while the larger group or another group affected by the issue at hand looks on. This technique can be used to share information between collaborative members

or between a designated committee within the collaborative to other members. It could also be used for external communication if stakeholders are invited to a collaborative meeting to observe

## **4.12 ECOLOGICAL ASSESSMENT RECORD**

## **NOTES**

In an ecological assessment, the child is observed and assessed in different environments to see how he or she functions in these different places. Sometimes students do well in some school environments but have difficulty, in performance and/ or behaviour, in others, for example, the child may be very well-behaved during art class but acts out inappropriately during math, or he may be calm during classroom time but becomes agitated in the cafeteria. Often adjusting the environment is the most effective way of making modifications that benefit the student. Maybe he or she misbehaves when the environment is too noisy or stimulating, or maybe the expectations of the staff are different in one environment to another. Having this kind of information can be very important in making decisions for placement and in accommodating the student's needs

**Authentic assessment:** Demonstration of a skill or behaviour in a real life context.

**Curriculum-based assessment:** A broad approach to linking assessment to instruction.

**Dynamic assessment:** An approach in which the assessor actively engages the learner in learning. Interactions between the evaluator and the child that mediate the world to the child by framing, selecting, focusing, and feeding back environmental experiences in such a way as to produce appropriate learning sets and habits (Feuerstein, 1979).

**Performance assessment:** Demonstration of the behaviour that has been specified by the assessor.

**Product assessment:** An analysis of the product of the child's performance.

**Portfolio assessment:** A deliberate or purposeful collection of the products of a child's play and work that demonstrates the child's efforts, progress, and achievement.

### **CHECK YOUR PROGRESS**

11. Mention some group assessment techniques.
12. List some of the ecological assessment methods.

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## 4.13 SUMMARY

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### NOTES

- Before counselling a client, a case assessment has to be done. The diagnostic process that measures an individual's behaviours, motivators, attitudes, or other selected qualities is known as human assessment.
- Counsellors should not use standardized tests that they cannot interpret or tests which do not give accurate measure. Before a test is selected, the test should be assessed for its validity—how well it can test what it is supposed to test; reliability—how far the results are consistent and dependable; practicability—in terms of cost, time and availability of trained people and equipment to measure.
- There are two types of standardized tests: (i) Norm-referenced tests: These tests are used to compare student performance to that of other students; and (ii) Criterion-referenced tests: These tests are used to measure student performance against a defined set of learning requirements or expectations.
- The test development process can be described into ten steps where each step ensures the validity, reliability, defensibility, and security of the tests: (i) Conduction of the job task analysis; (ii) Development of the test blueprint; (iii) Developing items; (iv) Review and validation of items; (v) Assembling and delivering beta exams; (vi) Analysing beta exam results; (vii) Constructing equivalent exam forms; (viii) Establishing the passing score; (ix) Administering/scoring operational exams; and (x) Providing ongoing test maintenance.
- While assessing the clients the following general guidelines have to be followed: (i) Each individual human being is unique, and this uniqueness is to be valued. That uniqueness is to be valued, not standardized. (ii) Accurate human assessment is limited by instruments and personnel. (iii) Counsellors should not use assessment techniques, including standardized tests, in which they have not been thoroughly trained. Limitations of clients to respond to items can be due to: (a) Unwillingness and (b) Inability; (iv) Human assessment accepts the positive. Assessment should be a positive process that seeks to identify the unique worth of each person; their potential; (v) Human assessment follows established professional guidelines. Be aware of the relevant ethical guidelines established by their professional organizations.
- There are three basic forms of systematic observation: (i) Naturalistic observation; (ii) Survey method; (iii) Experimentation.
- There are three levels of observation; sophistication and training required: First level: Casual information observation; Second level: Guided observation; and Third level: Clinical level.
- Limitations of observation: (i) Casual observations do not lend themselves to consistent accurate recall, (ii) Complete and accurate recall of undirected

or casual observations tends to decrease with the passage of time, and (iii) Similar observations will be viewed differently because each person has his or her own unique frame of reference for interpreting what he or she sees.

- There are five steps in designing a rating scale: (i) Determine the purpose(s), (ii) Identify the items, (iii) Identify the descriptors, (iv) Identify Evaluators, and (v) Determine format.
- Limitations of rating scales include (i) Common Instrument Limitations; (ii) Middle rating (playing it safe by using only the average or middle categories on a scale); (iii) Biased ratings (choosing only those you prefer or like).
- Self-report is the description given by the client about himself. This is also used to assess the client and the appropriate counselling method. Limitations of self-report include the case where some clients will think it is too much work and will not put forth effort; and many times self-insight may not be accurate.
- DSM-IV-TR diagnostic system offers five axes on which the bio-psychosocial assessment of the client can be recorded. The first three axes (Axis I to III) are for recording the mental and physical diagnoses; and the others (Axis IV to V) enable you to note environmental problems and to provide an assessment of the patient's functioning over the previous year.
- Student's record another source to assess the student in which case student (or parents) must be given access within 45 days from time request has been made.
- Group assessment techniques use a group format for various purposes. Some group assessment techniques include (i) Brainstorming, (ii) Nominal Group, (iii) Buzz Session, and (iv) Fishbowls.
- In an ecological assessment, the child is observed and assessed in different environments to see how he or she functions in these different places. Some of the ecological assessment methods are: (i) Authentic assessment, (ii) Curriculum-based assessment, (iii) Dynamic assessment, (iv) Performance assessment, (v) Product assessment, and (vi) Portfolio Assessment.

## NOTES

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### 4.14 KEY TERMS

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- **Validity:** The degree to which a test measures what it is supposed to measure
- **Reliability:** The degree to which a test gives consistent and dependable results over and over again
- **Practicability:** It addresses how far the test is feasible in terms of costs, time involved, equipment available and trained personnel available
- **Norm-referenced tests:** These tests are used to compare student performance to that of other students

## NOTES

- **Criterion-referenced tests:** These tests are used to measure student performance against a defined set of learning requirements or expectations
- **SME:** Subject matter expert
- **Brainstorming:** Common tool for groups to creatively generate ideas
- **Nominal group:** Popular problem-solving or idea-generating strategy for achieving consensus
- **Fishbowls:** Smaller sub-groups where members in each group are discussing among themselves while the larger group or another group affected by the issue at hand looks on

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### 4.15 ANSWERS TO 'CHECK YOUR PROGRESS'

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1. There are two types of standardized tests: (i) Norm-referenced tests; and (ii) Criterion-referenced tests.
2. The test development process can be described into ten steps where each step ensures the validity, reliability, defensibility, and security of the tests: (i) Conduction of the job task analysis; (ii) Development of the test blueprint; (iii) Developing items; (iv) Review and validation of items; (v) Assembling and delivering beta exams; (vi) Analysing beta exam results; (vii) Constructing equivalent exam forms; (viii) Establishing the passing score; (ix) Administering/scoring operational exams; and (x) Providing ongoing test maintenance.
3. While assessing the clients the following general guidelines have to be followed: (i) Each individual human being is unique, and this uniqueness is to be valued. That uniqueness is to be valued, not standardized. (ii) Accurate human assessment is limited by instruments and personnel. (iii) Counsellors should not use assessment techniques, including standardized tests, in which they have not been thoroughly trained. Limitations of clients to respond to items can be due to (a) Unwillingness and (b) Inability; (iv) Human assessment accepts the positive. Assessment should be a positive process that seeks to identify the unique worth of each person; their potential; (v) Human assessment follows established professional guidelines. Be aware of the relevant ethical guidelines established by their professional organizations.
4. The three basic forms of systematic observation are: (i) Naturalistic observation; (ii) Survey method, and (iii) Experimentation.
5. The three levels of observation, sophistication and training required: First level: Casual information observation; Second level: Guided observation; and Third level: Clinical level.
6. The limitations of observation are: (i) Casual observations do not lend themselves to consistent accurate recall, (ii) Complete and accurate recall

of undirected or casual observations tends to decrease with the passage of time, and (iii) Similar observations will be viewed differently because each person has his or her own unique frame of reference for interpreting what he or she sees.

7. There are five steps in designing a rating scale: (i) Determine the purpose(s), (ii) Identify the items, (iii) Identify the descriptors, (iv) Identify Evaluators, and (v) Determine format.
8. Limitations of rating scales include (i) Common Instrument Limitations; (ii) Middle rating (playing it safe by using only the average or middle categories on a scale); (iii) Biased ratings (choosing only those you prefer or like).
9. Self-report is the description given by the client about himself. This is also used to assess the client and the appropriate counselling method. Limitations of self-report include the case where some clients will think it is too much work and will not put forth effort; and many times self-insight may not be accurate.
10. DSM-IV-TR diagnostic system offers five axes on which the bio-psychosocial assessment of the client can be recorded. The first three axes (Axis I to III) are for recording the mental and physical diagnoses; and the others (Axis IV to V) enable you to note environmental problems and to provide an assessment of the patient's functioning over the previous year.
11. Some group assessment techniques include (i) Brainstorming, (ii) Nominal Group, (iii) Buzz Session, and (iv) Fishbowls.
12. Some of the ecological assessment methods are: (i) Authentic assessment, (ii) Curriculum-based assessment, (iii) Dynamic assessment, (iv) Performance assessment, (v) Product assessment, and (vi) Portfolio Assessment.

## NOTES

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### 4.16 QUESTIONS AND EXERCISES

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#### Short-Answer Questions

1. Explain the terms, validity, reliability and practicability, with reference to the criteria about selecting a test.
2. With reference developing a testing programme, write a note on analysing beta exam results and list the points of the information the item bank should keep for each item upon completion of the beta examination.
3. With reference developing a testing programme, write a note on assembling and delivering beta exams.
4. Describe the five steps involved in developing a rating scale.
5. Write a note on self-report and list its limitations.
6. Explain DSM-IV-TR and Multiaxial Classification and explain the five axes.

7. Describe briefly about the students' record.
8. Explain the group assessment methods.
9. What is ecological assessment record? Explain.

## NOTES

### Long-Answer Questions

1. Explain the ten steps involved in developing a testing program.
2. Explain all that is involved in human assessment for counselling.

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## 4.17 FURTHER READING

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## NOTES



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# UNIT 5 EMPLOYEE COUNSELLING

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## Structure

- 5.0 Introduction
- 5.1 Unit Objectives
- 5.2 Personality and Leadership Development
  - 5.2.1 Personality Development
  - 5.2.2 Leadership Development
- 5.3 Team Building and Theories X, Y and Z
- 5.4 Counselling for Problem Behaviour
  - 5.4.1 Absenteeism
  - 5.4.2 Counselling for Smoking
  - 5.4.3 Counselling for Alcoholism
  - 5.4.4 Counselling for Gambling
- 5.5 Enhancing Spouse Relationship
- 5.6 Enhancing Parent-Child Relationship
- 5.7 Improving Community Relationship
- 5.8 Counselling for Employees' Emotional Problems
  - 5.8.1 Anxiety Management
  - 5.8.2 Anger Management
  - 5.8.3 Depression Management
- 5.9 Counselling of Sex Related Problems
- 5.10 Summary
- 5.11 Key Terms
- 5.12 Answers to 'Check Your Progress'
- 5.13 Questions and Exercises
- 5.14 Further Reading

## NOTES

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## 5.0 INTRODUCTION

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In this unit, you will study about how to develop personality and leadership qualities, team building, counselling for problem behaviours such as smoking, alcoholism, gambling and absenteeism. You will also learn about enhancing spouse and parent child relationship. You will learn the management of anxiety, depression and anger.

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## 5.1 UNIT OBJECTIVES

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After going through this unit, you will able to:

- Learn how to develop personality and leadership qualities
- Know team-building and theories XYZ
- Counsel for problem-behaviours like absenteeism, alcoholism and gambling
- Understand how to enhance spouse, parent-child and community relationships

- Counsel for management of emotional problems like anxiety, anger and depression
- Counsel for of sex related problem

## NOTES

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### 5.2 PERSONALITY AND LEADERSHIP DEVELOPMENT

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#### 5.2.1 Personality Development

Quintessentially personality development means improving and grooming one's outer and inner self to bring about a positive change to one's life. Every individual possesses a distinct persona that can be developed, refined and polished. This process includes boosting one's confidence, improving communication and language speaking abilities, widening one's scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbuing oneself with positivity, liveliness and peace.

The whole process of this development takes place over a period of time. Even though there are many crash courses in personality development that are made available to people of all age groups, a considerable amount of time goes into implementing this to your routine and bringing about a positive change in oneself. Following are a few tips that one can take and develop his or her own aura or charm.

- Never compare your life to others'. You have no idea about their journey.
- Invest your energy in the positive present moment. Do not have negative thoughts or things you cannot control.
- Keep your limits
- Try not to waste your precious energy on gossip
- Dream big and work hard to realize it

#### 5.2.2 Leadership Development

Leadership is the art to of influencing and directing people in such a way that will win their obedience, confidence, respect and loyal cooperation in achieving common objectives. Leadership style is learned from mentors, learned in seminars and exists as part of a person's innate personal leadership skill set developed over years, and existing possibly, from birth. Nature or nurture is a question often asked about leadership. A combination of natural leadership skills and nurture through leadership development defines your leadership style.

Leadership differs from management and supervision although some people and organizations use the terms interchangeably. While the definitions of the terms differ, an individual may have the ability to provide all three.

Supervision means that an individual is charged with providing direction and oversight for other employees. The successful supervisor provides recognition, appreciation, training and feedback to reporting employees.

Management means to conduct the affairs of business, to have work under control and to provide direction, to guide other employees, to administer and organize work processes and systems, and to handle problems. Managers monitor and control work while helping a group of employees more successfully conduct their work than they would have without her. A manager's job is often described as providing everything his reporting employees need to successfully accomplish their jobs. One famous quote from Warren Bennis, Ph.D. in *On Becoming a Leader* distinguishes management from leadership: 'Managers are people who do things right, while leaders are people who do the right thing.'

Bernard Bass' theory of leadership states that there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

- (a) There are some personality traits that may lead people naturally into leadership roles. This is the Trait Theory.
- (b) According to the Great Events Theory- A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person.
- (c) Transformational leadership theory says that People can choose to become leaders. People can learn leadership skills.

The transformational leadership theory is the one I believe is correct for most leaders today. This belief forms the basis for my thinking about leadership.

#### **The key leadership trait**

The first and most important characteristic of a leader is the decision to become a leader. At some point in time, leaders decide that they want to provide others with vision, direct the course of future events and inspire others to success. Leadership requires the individual to practice dominance and take charge. If you choose to become a leader, whether in your workplace, community or during an emergency, the discussion of these characteristics will help you formulate the appropriate mix of traits, skills and ambition. Successful leaders choose to lead. Unlike Keanu Reeves as Neo in 1999's smash hit, *The Matrix*, you get to decide whether you are 'the one.' The first characteristic of a leader is choice—leaders choose to lead.

#### **CHECK YOUR PROGRESS**

1. Define personality development.
2. What is team building?
3. Mention the theories of leadership.

## **NOTES**

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## 5.3 TEAM BUILDING AND THEORIES X, Y AND Z

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### NOTES

Team building refers to a wide range of activities, presented to businesses, schools, sports teams, religious or nonprofit organizations designed for improving team performance. Team building is pursued via a variety of practices, and can range from simple bonding exercises to complex simulations and multi-day team building retreats designed to develop a team (including group assessment and group-dynamic games), usually falling somewhere in between. It generally sits within the theory and practice of organizational development, but can also be applied to sports teams, school groups, and other contexts. Team building is not to be confused with 'team recreation' that consists of activities for teams that are strictly recreational. Teambuilding is an important factor in any environment, its focus is to specialize in bringing out the best in a team to ensure self development, positive communication, leadership skills and the ability to work closely together as a team to solve problem

Douglas McGregor's theories X and theory Y describe two opposing views of people at work that will influence management style.<sup>1</sup>

Managers can be said to follow either view of their workforce. Theory X is often said to describe a traditional view of direction and control.

Theory Y implies a more self-directed workforce that takes an interest in the goals of their organisation and integrates some of their own goals into these.

#### Theory X

This theory assumes that:

- The average person dislikes work and will avoid it unless directly supervised.
- Employees must be coerced, controlled and directed to ensure that organisational objectives are met.
- The threat of punishment must exist within an organization.
- In fact people prefer to be managed in this way so that they avoid responsibility.
- Theory X assumes that people are relatively unambitious and their prime driving force is the desire for security.

#### Theory Y

This theory effectively takes the opposite view to Theory X. It assumes that:

- Employees are ambitious, keen to accept greater responsibility and exercise both self-control and direction.
- Employees will, in the right conditions, work toward organizational objectives and that commitment will in itself be a reward for so doing.

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<sup>1</sup> Douglas McGregor (1906 – 1964) was a lecturer at Harvard University and became the first Sloan Fellows Professor at MIT.

- Employees will exercise their imagination and creativity in their jobs if given the chance and this will give an opportunity for greater productivity.
- Theory Y assumes that the average human being will, under the right conditions, not only accept responsibility but also seek more.
- Lack of ambition and the qualities of Theory X are not inherent human characteristics but learned in working environments that suffocate or do not promote Theory Y behaviours.

## NOTES

### Theory Z

William Ouchi studied management practices in the United States and Japan and developed Theory Z. Theory Z combines elements of both US and Japanese management styles and is sometimes called Japanese Management. It assumes that the best management style involves employees at all levels of the organization. Specific characteristics included in Theory Z are long-term employment, less specialized career paths, informal control, group decision making, and concern for the individual rises above work-related issues. This theory satisfies both lower order and higher order needs.

Looking out for employees' well-being satisfies the lower-level needs. Incorporating group processes in decision making satisfy middle-level needs and encouraging employees to take responsibility for their work and decisions satisfy higher-level needs. Many firms are increasing productivity by placing more emphasis on group decision-making and teams. Firms are also showing more concern for family-related issues like childcare, flexible work schedules, and telecommuting.

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## 5.4 COUNSELLING FOR PROBLEM BEHAVIOUR

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### 5.4.1 Absenteeism

There are two types of absenteeism, each of which requires a different type of approach: Innocent absenteeism and culpable absenteeism. Innocent absenteeism refers to employees who are absent for reasons beyond their control; like sickness and injury. Innocent absenteeism is not culpable which means that it is blameless. In a labour relations context this means that it cannot be remedied or treated by disciplinary measures. Culpable absenteeism refers to employees who are absent without authorization for reasons which are within their control. For instance, an employee who is on sick leave even though he/she is not sick, and it can be proven that the employee was not sick, is guilty of culpable absenteeism. To be culpable is to be blameworthy. In a labor relations context this means that progressive discipline can be applied.

#### 5.4.1.1 Counselling innocent absenteeism

Innocent absenteeism is not blameworthy and therefore disciplinary action is not justified. It is obviously unfair to punish someone for conduct which is beyond his/her control. Absenteeism, no matter what the cause, imposes losses on the employer

## NOTES

who is also not at fault. The damage suffered by the employer must be weighed against the employee's right to be sick. There is a point at which the employer's right to expect the employee to attend regularly and fulfill the employment contract will outweigh the employee's right to be sick. At such a point the termination of the employee may be justified, as will be discussed.

The procedure an employer may take for innocent absenteeism is as follows:

1. Initial counselling(s)
2. Written counselling(s)
3. Reduction(s) of hours and/or job reclassification
4. Discharge

### **Initial counselling**

Presuming you have communicated attendance expectations generally and have already identified an employee as a problem, you will have met with him or her as part of your attendance program and you should now continue to monitor the effect of these efforts on his or her attendance.

If the absences are intermittent, meet with the employee each time he/she returns to work. If absence is prolonged, keep in touch with the employee regularly and stay updated on the status of his/her condition. (Indicate your willingness to assist.)

You may require the employee to provide you with regular medical assessments. This will enable you to judge whether or not there is any likelihood of the employee providing regular attendance in future. Regular medical assessments will also give you an idea of what steps the employee is taking to seek medical or other assistance. Formal meetings in which verbal warnings are given should be given as appropriate and documented. If no improvement occurs written warning may be necessary.

### **Written counselling**

If the absences persist, you should meet with the employee formally and provide him/her with a letter of concern. If the absenteeism still continues to persist then the employee should be given a second letter of concern during another formal meeting. This letter would be stronger worded in that it would warn the employee that unless attendance improves, termination may be necessary.

### **Reduction(s) of hours and or job reclassification**

In between the first and second letters the employee may be given the option to reduce his/her hours to better fit his/her personal circumstances. This option must be voluntarily accepted by the employee and cannot be offered as an ultimatum, as a reduction in hours is a reduction in pay and therefore can be looked upon as discipline.

If the nature of the illness or injury is such that the employee is unable to fulfill the requirements of his/her job, but could for example benefit from modified



work, counsel the employee to bid on jobs of such type if they become available. (N.B. It is inadvisable to 'build' a job around an employee's incapacitates particularly in a unionized environment. The onus should be on the employee to apply for an existing position within his/her capabilities.)

#### **5.4.1.2 Corrective action for culpable absenteeism**

As already indicated, culpable absenteeism consists of absences where it can be demonstrated that the employee is not actually ill and is able to improve his/her attendance.

Presuming you have communicated attendance expectations generally, have identified the employee as a problem, have met with him/her as part of your attendance program, made your concerns on his specific absenteeism known and have offered counselling as appropriate, with no improvement despite your positive efforts, disciplinary procedures may be appropriate.

The procedures for corrective/progressive discipline for culpable absenteeism are generally the same as for other progressive discipline problems. The discipline should not be prejudicial in any way. The general procedure is as follows:

1. Initial warning(s)
2. Written warning(s)
3. Suspension(s)
4. Discharge

#### **Verbal warning**

Formally meet with the employee and explain that income protection is to be used only when an employee is legitimately ill. Advise the employee that his/her attendance record must improve and be maintained at an improved level or further disciplinary action will result. Offer any counselling or guidance as is appropriate. Give further verbal warnings as required. Review the employee's income protection records at regular intervals. Where a marked improvement has been shown, commend the employee. Where there is no improvement a written warning should be issued.

#### **Written warning**

Interview the employee again. Show him/her the statistics and point out that there has been no noticeable (or sufficient) improvement. Listen to the employee to see if there is a valid reason and offer any assistance you can. If no satisfactory explanation is given, advise the employee that he/she will be given a written warning. Be specific in your discussion with him/her and in the counselling memorandum as to the type of action to be taken and when it will be taken if the record does not improve. As soon as possible after this meeting provide the employee personally with the written warning and place a copy of his/her file. The written warning should identify any noticeable pattern

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If the amount and/or pattern continues, the next step in progressive discipline may be a second, stronger written warning. Your decision to provide a second written warning as an alternative to proceeding to a higher level of discipline (i.e., suspension) will depend on a number of factors. Such factors are, the severity of the problem, the credibility of the employee's explanations, the employee's general work performance and length of service.

### **Suspension**

If the problem of culpable absenteeism persists, following the next interview period and immediately following an absence, the employee should be interviewed and advised that he/she is to be suspended. The length of the suspension will depend again on the severity of the problem, the credibility of the employee's explanation, the employee's general work performance and length of service. Subsequent suspensions are optional depending on the above condition.

### **Dismissal**

Dismissals should only be considered when all of the above conditions and procedures have been met. The employee, upon displaying no satisfactory improvement, would be dismissed on the grounds of his/her unwillingness to correct his/her absence record.

### **5.4.2 Counselling for Smoking**

Any problem of the human beings needs to be treated at three levels. Physical level, mental level and intellectual level. Intelligent counselling targets the intellectual levels of an individual. If done at the appropriate time, it will give results. Anti-smoking counselling, is one of the surest medical services, that has capacity to chisel a new man, out of the nicotine addict.

The preventive methods, unfortunately do not reach the entire targeted audience. Which means, the profit rate of counselling is as not much as it is expected to be. 'These gaps in care should be closed for the benefit of everyone. When you are stressed in life, cigarettes pose as if they are your friends. But are they really? Are they capable of de-stressing you permanently? The answer is in the negative. Nicotine addiction temporarily sedates you. Stress pounces on you with vendetta again. The funniest part of the smoking process, is that even when you smoke, you know that you are not happy to smoke.

Openly declare your intention to quit smoking with your close friends, both smokers and non-smokers, and your family members. You are sure get support from your family members.

The gentlemen smoker friends will stop offering you the cigarettes. If you drink alcohol, try to give it up. At times, it may be counter productive. It may weaken your resolve to quit smoking. The carvings for the cigarette intensify. But this is one of those situations which you have to undergo and sort out with resolute will power.

In the process to quit smoking, do not hesitate to make your best smoker friends, your temporary best enemies. You are undergoing one of the crisis period in your life. Some of them will understand, as not all of them are happy smokers. They too wish to give up, but they do not know, how to give it up. If you are successful, you will have to do the act of counselling to many many others. Addiction to tobacco has assumed alarming proportions today in the world. So health advice, and anti-smoking counselling are the items of priority, before any health authority.

## NOTES

### 5.4.3 Counselling for Alcoholism

Alcoholism counselling can involve a number of different strategies and techniques to help the sufferer overcome the disorder, including support groups, interventions, and even detoxification. Perhaps the most well-known alcoholism counselling program in existence is Alcoholics Anonymous, which allows recovering alcoholics and substance abusers to come together to discuss their addictions and work past them in a team environment.

Social pressures, however, may prevent the alcoholic from seeking treatment. Stigmatization of alcoholism is a problem for many alcoholics, as is the regularity of social drinking in day to day adult life. An alcoholic must be willing to seek and accept help in order for treatment to be effective. Through group meetings, counselling with professionals, and even meeting with doctors, anyone who chooses to enter an alcoholism counselling program can often get help he or she needs to achieve sobriety. Treatment may go on for as little as a few days, or continually throughout a lifetime.

When attempting sobriety, an alcoholic may suffer from alcohol withdrawal. In this case, his or her alcoholism counselling may begin with detoxification. While this process does not necessarily rid the body of toxins from alcohol as its name suggests, it does help the alcoholic wean him or herself off alcohol either by ceasing consumption altogether or replacing the alcohol with another substance that can be slowly reduced over time. This course of action is not necessary for all alcoholics, but in more severe cases, detoxification may be necessary.

### 5.4.4 Counselling for Gambling

Gambling opportunities continue to grow. With the rapid development of new media, such as the Internet and interactive TV, the addiction is likely to become more widespread and affect many more individuals than it does so already. The compulsive gambler suffers with an uncontrollable urge to gamble and when the bills pile up they look back and ask themselves what they have done. Yet they continue to hide the problem, with fear that others will discover how much they have lost on a game of chance.

Compulsive gamblers keep gambling whether they're up or down, broke or flush, happy or depressed. Even when they know the odds are against them, even when they can't afford to lose, people with a gambling addiction can not 'stay off the bet.'

## NOTES

Gamblers can have a problem, however, without being totally out of control. *Problem gambling* is any gambling behaviour that disrupts your life. If you are preoccupied with gambling, spending more and more time and money on it, chasing losses, or gambling despite serious consequences, you have a gambling problem.

**Cognitive-behavioural therapy** for problem gambling focuses on changing unhealthy gambling behaviours and thoughts, such as rationalizations and false beliefs. It also teaches problem gamblers how to fight gambling urges, deal with uncomfortable emotions rather than escape through gambling, and solve financial, work, and relationship problems caused by the addiction. The goal of treatment is to 'rewire' the addicted brain by thinking about gambling in a new way. A variation of cognitive behavioural therapy, called the Four Steps Program, has been used in treatment of compulsive gambling as well. The goal is to change your thoughts and beliefs about gambling in four steps; re-label, reattribute, refocus, and revalue. More comprehensive information about cognitive behavioural therapy and applying it to your situation is found below.

Seeing a therapist does not mean you are weak or can not handle your problems. Therapy is for people who are smart enough to realize they need help. It can give you tools and support for reframing your thoughts that will last a lifetime.

### Changing your lifestyle and making healthier choices

One way to stop yourself from problem gambling is to analyse what is needed for gambling to occur, work on removing these elements from your life and replace them with healthier choices. The four elements needed for problem gambling to continue are:

- **A decision:** Before gambling occurs, the decision to gamble has been made. If you have an urge to gamble: *stop* what you are doing and call someone, *think* about the consequences to your actions, *tell* yourself to stop thinking about gambling, and *find* something else to do immediately.
- **Money:** Gambling cannot occur without money. Get rid of your credit cards, let someone else be in charge of your money, have the bank make automatic payments for you, and keep a limited amount of cash on you at all times.
- **Time:** Gambling cannot occur if you do not have the time. Schedule enjoyable recreational time for yourself that has nothing to do with gambling, find time for relaxation, and plan outings with your family.
- **A game:** Without a game or activity to bet on there is no opportunity to gamble. Don't put yourself in tempting environments or locations. Tell the gambling establishments you frequent that you have a gambling problem and ask them to restrict you from betting at their casinos and establishments.

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## 5.5 ENHANCING SPOUSE RELATIONSHIP

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We live in a very difficult world. We are surrounded by criticism and nonsupport and so we are always on the defensive. It seems most of the time we are faced with challenges; prosperity and happiness do not come naturally to most people, they have to be fought for. Yet when people enter into a relationship with the intention of settling down with someone permanently, there is an expectation the relationship will provide a respite from the world and its difficulties. Virtually everyone has an underlying expectation the relationship they get into will be a safe haven. Is this a reasonable expectation?

Others do not think so, and it is reflected in the processes relationship counsellors typically invoke on those who come to them for help. When people are having difficulty in their relationship they sometimes go for marriage or relationship counselling. In their first meeting with a new counsellor the couple is asked to explain what brought them there so the counsellor can get a handle on their situation. Although it is possible, I have never heard of a case where a couple goes in to see a counsellor and the counsellor asks them what is good in their relationship. I would guess that approach is pretty rare. After all, we live in a world that focuses on the negative. Most people focus on the removal of obstacles that block the path of the achievement they seek. Counsellors typically ask what is wrong. People who have gone in for help because they are not getting along are now asked to complain about their relationship and their partner. Does not this seem like an odd way to help people get along?

It is a wise and rare relationship counsellor who begins the very first meeting by announcing, 'The past is over, now is the time to learn the correct behaviours and attitudes required for a healthy and happy relationship.'

### **Before marriage most people have little knowledge of how a marriage relationship works**

It's nobody's fault when they are not getting along in a relationship or marriage. None of us, or maybe I should say the vast majority of us, had no access to the vital knowledge of what is required to have a good relationship, a good marriage or how to maintain a good family. A lot of people joke about it and many people can give anecdotal tidbits about it, but very few have a manual for marriage. Here are five tips for those who are thinking about relationship counselling:

1. Choose to focus your attention on the positive attributes of your mate.
2. Always provide constructive criticism to your spouse.
3. Recognize your spouse (if you are married) as the most important person in the world.
4. Determine if your beloved's flaws (if you are not married) are deal breakers. If they are, stop torturing each other and make a friendly and clean break.

## NOTES

5. Know for sure that a marriage is meant to be a piece of heaven on earth.

## NOTES

Although both of you have flaws, issues and problems, do not think it is your job to fix or point out those of your spouse. Appreciate him/her for who they are rather than for what they can do for you. The next time you see them smile, look in their eyes and say, 'I love you.'

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### 5.6 ENHANCING PARENT-CHILD RELATIONSHIP

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Building a positive relationship between parent and child is one that requires work and effort to make it strong and successful. Parenting is a tough job, and maintaining close relationships and open communications helps to ensure parents and their children stay connected through all ages of their upbringing. Here are ten simple tips for enhancing the bond between parent and child.

#### 1. Say I love you

Tell your child you love him every day — no matter his age. Even on trying days or after a parent-child disagreement, when you do not exactly 'like your child' at that moment, it is more important than ever to express your love. A simple 'I love you' goes a long way toward developing and then strengthening a relationship.

#### 2. Teach your faith

Teach your child about your faith and beliefs. Tell him what you believe and why. Allow time for your child to ask questions and answer them honestly. Reinforce those teachings often.

#### 3. Establish a special name or code word

Create a special name for your child that is positive and special or a secret code word that you can use between each other. Use the name as a simple reinforcement of your love. The code word can be established to have special meaning between your child and you that only you two understand. This code word can even be used to extract a child from an uncomfortable situation (such as a sleepover that is not going well) without causing undue embarrassment to the child.

#### 4. Develop and maintain a special bedtime ritual

For younger children, reading a favourite bedtime book or telling stories is a ritual that will be remembered most likely throughout their life. Older children should not be neglected either. Once children start reading, have them read a page, chapter, or short book to you. Even most teenagers still enjoy the ritual of being told goodnight in a special way by a parent—even if they do not act like it!

#### 5. Let your children help you

Parents sometimes inadvertently miss out on opportunities to forge closer relationships by not allowing their child to help them with various tasks and chores.

Unloading groceries after going to the store is a good example of something that children of most ages can and should assist with. Choosing which shoes look better with your dress lets a child know you value her opinion. Of course, if you ask, be prepared to accept and live with the choice made!

#### **6. Play with your children**

The key is to really to play with your children. Play with dolls, ball, make believe, checkers, sing songs, or whatever is fun and interesting. It does not matter what you play, just enjoy each other! Let kids see your silly side. Older kids enjoy cards, chess, computer games, while younger ones will have fun playing about anything, as long as it involves you!

#### **7. Eat meals as a family**

You have heard this before, and it really is important! Eating together sets the stage for conversation and sharing. Turn the TV off, and do not rush through a meal. When schedules permit, really talk and enjoy one another. It can become a quality time most remembered by young and old alike.

#### **8. Seek out one-on-one opportunities often**

Some parents have special nights or 'standing dates' with their children to create that one-on-one opportunity. Whether it is a walk around the neighborhood, a special trip to a playground, or just a movie night, it is important to celebrate each child individually. Although it is more of a challenge the more children in a family, it is really achievable! Think creatively and the opportunities created will be ones that you remember in the future.

#### **9. Respect their choices**

You do not have to like their mismatched shirt and shorts or love how a child has placed pictures in his room. However, it is important to respect those choices. Children reach out for independence at a young age, and parents can help to foster those decision-making skills by being supportive and even looking the other way on occasion. After all, it really is okay if a child goes to daycare with a striped green shirt and pink shorts.

#### **10. Make them a priority in your life**

Your children need to know that you believe they are a priority in your life. Children can observe excessive stress and notice when they feel you are not paying them attention. Sometimes, part of being a parent is not worrying about the small stuff and enjoying your children. They grow up so fast, and every day is special. Take advantage of your precious time together while you have it!

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## **5.7 IMPROVING COMMUNITY RELATIONSHIP**

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Community relations refers to the various methods companies use to establish and maintain a mutually beneficial relationship with the communities in which they operate. The underlying principal of community relations is that when a company accepts its civic responsibility and takes an active interest in the well-being of its community, then it gains a number of long-term benefits in terms of community support, loyalty, and good will.

Good community relations programs offer small businesses a wide variety of benefits. For instance, they give employees a reason to be proud of the company, which increases loyalty and may help to reduce labour and production costs. Furthermore, a company with happy employees and a good reputation in the community is likely to attract highly qualified new employees. A small company also might generate new business through the contacts and leads it generates in its community relations activities.

A comprehensive, ongoing community relations program can help virtually any organization achieve visibility as a good community citizen. Organizations are recognized as good community citizens when they support programs that improve the quality of life in their community, including crime prevention, employment, environmental programs, clean-up and beautification, recycling, and restoration. Some other examples of ongoing programs might include scholarship programs, urban renewal projects, performing arts programs, social and educational programs, children's activities, community organizations, and construction projects. On a more limited scale, small businesses might achieve community visibility and engender good will by sponsoring local sports teams or other events. Support may be financial or take the form of employee participation.

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## **5.8 COUNSELLING FOR EMPLOYEES' EMOTIONAL PROBLEMS**

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Controlling your emotion begins with a deliberate decision to keep composure and emotional restraint at all times. You should be very mindful of your feelings in every situation whether it is exuberant or sorrowful. You should avoid the belief that people are entitled to loose control in special occasions or that people have the right to let out their emotions in specific circumstances. You should stop adhering to the belief that 'people are just humans' because what makes people humans is their ability to tame their desires and emotions.

You should understand that emotion is actually dependent on your behaviour and not the other way around. To put it simply, you feel sad because you realize that you are frowning, contrary to the popular notion that you frown because you realize that you are sad. In social psychology, it has been discovered behaviour



influences emotions, and not the other way around. With this key information at hand, you are empowered with the ability to influence feelings by modifying behaviour.

A common cause of emotional outbursts is having problems. Oftentimes, when people are faced with difficulties, they react by panicking or by being angry. However, these are not solutions to the initial problem; they are sources of problems themselves. When you are in a state of panic or in a rage of anger, your mind is clouded with emotions that the situation is not seen clearly. This does make it harder to think of concrete solutions to the problem being dealt with. Whenever a problem comes, instead of immediately throwing tantrums or pacing restlessly, you should stop, breathe, and evaluate the entirety of the circumstance. This way, the problem can be viewed in a clearer perspective, and solutions may be thought out more logically.

One very valuable tool in emotional control is the ability to pause. While there are no pause and play buttons in real life, people have the capability to stop themselves, and take a break in certain situations that usually cause emotional outbursts. Before shouting and screaming out of a disappointing occurrence, you should first take a break to think and reflect. Pausing in itself is a form of emotional control. At this point, you can think if letting go of the emotions is indeed necessary. You should also think of the consequences that the emotional explosion would entail. If the emotions involved in the situation are too strong to withhold, you can think of reasonable emotional expressions such as crying instead of screaming when you are depressed, or smiling instead of jumping around when you are elated.

The problem with most people who are unable to control their emotions is that they dwell too much on the present situation. It is undeniable that the height of emotions experienced in certain circumstances could be overwhelming. However, these are also the times when you are vulnerable to do things that you might regret later on. To avoid this, it is important to examine how things would go in the future.

Emotional control is indeed difficult to master. But with will power and determination, it can be possibly achieved. You just have to be aware that emotions do not really have the power to overcome people. On the contrary, people have the ability to watch over their emotions and control them to what they think is necessary.

### **5.8.1 Anxiety Management**

When you are looking at *anxiety management*, one of the biggest things that you need to do is learn how to relax when you feel anxiety starting to get the better of you. Managing anxiety is all about managing your thoughts and your reactions to your thoughts. Anxiety is often something that sneaks up on you, but you can learn ways in managing anxiety attacks. Once you have done this you will find that you can begin to put into place anxiety management.

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**Tips for managing anxiety**

A good anxiety management technique is to learn as much as you can about relaxation techniques. These are going to be great techniques for you to learn because they will help you focus on your breathing, and focus on how to calm yourself down. This is really important if you really want to start controlling anxiety and managing panic attacks. When we are in the throws of an anxiety attack we tend to shallow breath which is very unhelpful. You need to take deep slow breaths. This will really help with getting your anxiety back in your control.

Get a good night's sleep. This is important for managing night time anxiety. During the sleep cycle, your body repairs itself. You feel more rested after several hours of restorative sleep, reaching the REM stage. Most people need eight hours a night which varies within an hour or two each way.

Exercise on a consistent basis. Exercise helps you to use oxygen more efficiently. It helps to get more oxygen to the brain. It also increases focus which may help you see solutions to problems rather than simply worrying about them.

**Things to avoid**

Do not use alcohol. You might think that the glass of wine is relaxing your tension but alcohol is a depressant. In anxious situations you could rely too heavily on it and gain another problem in the process.

Although chocolates and other sweets are in general accepted as mood enhancers, these foods give a 'roller coaster' effect on your brain activities which gives you a abrupt rush of energy and then in time pull you down to an all-time low. Stay out of food that are made of simple sugars to get rid of mood swings, and try to maintain a nourishing portion of fish, vegetables and fruits for a more stable source of energy.

Anxiety can come into your life at any time. It is normal. When the anxiety becomes frequent you could be at risk for more serious conditions. If you feel your anxiety is starting to take over your life or increasingly causing you problems, seek out help to put anxiety management in place.

We are in the process of setting up a free community site for anxiety sufferers and for people who suffer with a lack of confidence. Do not isolate yourself. Share with others what is going on for you. You may be able to help others who suffer with anxiety and confidence issues. Helping others, helps you as well.

**5.8.2 Anger Management**

Anger is a deluded mind that focuses on an animate or inanimate object, feels it to be unattractive, exaggerates its bad qualities, and wishes to harm it. For example, when we are angry with our partner, at that moment he or she appears to us as unattractive or unpleasant. We then exaggerate his bad qualities by focusing only on those aspects that irritate us and ignoring all his good qualities and kindness, until we have built up a mental image of an intrinsically faulty person. We then wish

to harm him in some way, probably by criticizing or disparaging him. Because it is based on an exaggeration, anger is an unrealistic mind; the intrinsically faulty person or thing that it focuses on does not in fact exist. Moreover, as we shall see, anger is also an extremely destructive mind that serves no useful purpose whatsoever. Having understood the nature and disadvantages of anger, we then need to watch our mind carefully at all times in order to recognize it whenever it begins to arise.

The problem with anger, as Aristotle observed over 2,500 year ago, is this: 'Anyone can become angry — that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way — this is not easy.'

**Anger does three things:**

1. It alerts us to a problem. It is like a siren, warning us of a threat to our safety or to the safety of those we care for.
2. It focuses our attention. When we are angry, we have trouble thinking about anything else.
3. It gives us energy. Anger floods the bloodstream with chemicals that turbocharge the body and prepare it to take action.

Here is an example of anger in action. A department store floor manager, late for a meeting and thinking about ten different problems, overhears an associate call a customer a 'fat cow.' She stops dead in her tracks. For the moment she forgets everything else. She steps in to deal with the customer and the employee.

Since each person's response to anger is unique, you have become an expert about your anger pattern.

**Hot buttons of anger**

We all have different hot buttons, things that trigger a strong emotional reaction in us — people's attitudes or actions, events, situations, etc.

They strike us as unfair, unjust, or just plain wrong. And they irritate, annoy, vex, anger, or enrage us.

Not everybody is bothered by the same thing that bothers us, and sometimes even that realization bothers us.

There are three steps to dealing with our hot buttons: 1. Observe, 2. Analyse and 3. Change.

**Observe**

The first step in dealing with our hot buttons is to become aware of them — without judgment or shame.

- What type of incident, situation, or person typically 'pushes your buttons?'
- What are you doing when it happens?
- What are other people doing?

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- Where are you?
- Who are you with?
- How tired or stressed are you?

Do you recognize any pattern?

A pattern is something like this: 'When X happens, I feel Y.'

For example:

When I'm late for an appointment and I get stuck in traffic, I get angry.

When my boss asks me to stay late, I get angry.

What's your pattern?

For the next week pay attention to how you react internally when one of your hot buttons gets pushed.

### Analyse

Now that you have some awareness of what typically triggers your anger, you can analyze your pattern.

- Ask yourself what you're thinking, when you get mad. What judgments are you making?
- When you're late for an appointment and stuck in traffic, do you think you're stupid and you should have left earlier?
- Or do you think you're helpless and wish someone would take care of the problem for you?
- Or do you think it's a conspiracy and everyone's ganging up to make you late?

When your boss asks you to stay late, do you think she is being unreasonable? Or do you recall every other time she's ever imposed on you and conclude that she's an inconsiderate person and quite possibly the most incompetent boss in the world? Or do berate yourself for not standing up for yourself?

### Change

Albert Ellis, a well-known psychologist, believes that most of our hot buttons are based on what he calls awfulizing. When things don't go our way, we think, 'It's awful! It's terrible! It's horrible! I can't stand it!'

He suggests we change the way we think — and talk — about our problems.

Instead of telling ourselves, 'It shouldn't be this way,' think, 'I don't like it. I wish it were different.' Taking the 'should' out of it takes some of the sting out of it.

Instead of 'Traffic shouldn't be so bad at this hour,' say, 'I do not like getting stuck in traffic.'

Instead of 'My boss shouldn't dump work on me at the last minute,' say, 'I do not like it when she does.'

Instead of telling ourselves, 'I can't stand it,' think, 'It bothers me a great deal. I don't like it. I've survived worse things than this. I'm strong. I can do something about this.'

Instead of, 'I can't stand this traffic,' consider, 'I dislike this traffic. I wish the roads were clear. But I've been through a lot worse than this. Maybe it's time to put on a CD and chill out.'

Instead of, 'I can't stand it when she makes me stay late,' say, 'I don't like staying late, especially on a Friday night, but it isn't the end of the world. I'll have to think of some way to reward myself over the weekend.'

Recognize and accept your hot buttons. Challenge them. Change them by creating a new way of thinking about them.

### 5.8.3 Depression Management

In today's world, depression continues to be a serious issue. Every once and awhile it is not unusual to feel blue or down, but to have those feeling constantly is not normal.

**Handling depression:** Depression can take over your life and affect your work, your family, and the things that you once loved to do. It feels like you will never feel good again and you just want the feeling to go away.

The symptoms of depression and anxiety will vary from person to person. There are a wide variety of symptoms and issues that can point to depression or anxiety. It is important to know when *handling depression* and anxiety that you might not have all the symptoms. But the longer you deal with these feelings and the more of them you have the more important it is to seek out help. Quite often what happens to people suffering with depression is that they have anxiety as well which seems really harsh. Without managing anxiety It is hard enough to handle depression. Here are some of the basic symptoms of depression and anxiety:

**Feeling hopeless:** This can cause a severely bleak outlook, or feeling like things will never get better or improve. Feeling hopeless in coping with anxiety.

**Loss of interest:** Activities that you once found enjoyable no longer hold your interest. You do not have the desire or energy to do anything you once loved.

**Weight change:** There can be severe weight loss or weight gain. This can happen not only with depression, but with managing anxiety/fear as well. Because with anxiety you are always on edge and this burns up a lot of calories.

**Sleep Issues:** If you are sleeping too much or not getting enough sleep this is another indicator of depression. Also this applies to managing anxiety attacks or managing panic attacks. Quite often people are dealing with anxiety at night, which really does not help with sleep patterns.

**Irritability:** If you find yourself being irritated more than normal with events, this can be a clue to depression. Everything gets on your nerves. Managing anxiety takes a lot of concentration and people can get irritable with those around who are disrupting their concentration.

## NOTES

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**Lack of concentration:** Not being able to focus or get detailed tasks completed.

**Thoughts of death:** If you have thought about ending your life this is a big warning sign and you should definitely go and see your doctor.

Don't try managing anxiety and depression on your own. It will only make things harder for you. Talk to your family and friends about what is happening to you. Isolating yourself only makes handling depression even harder.

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## 5.9 COUNSELLING FOR SEX RELATED PROBLEMS

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Sexual harassment is one of the most prevalent of sex related problems at work place. Sexual harassment can occur in a variety of situations.

- Offensive words on clothing, unwanted jokes, gestures, and unwelcome comments and repartee.
- Touching and any other bodily contact such as scratching or patting a coworker's back, grabbing an employee around the waist, or interfering with an employee's ability to move.
- Repeated requests for dates that are turned down or unwanted flirting.
- Transmitting or posting emails or pictures of a sexual or other harassment-related nature.
- Displaying sexually suggestive pictures, objects, or posters.
- Playing sexually suggestive music.

An immediate investigation of the charge should occur when an employee complains to a supervisor, another employee, or the human resources office, about sexual harassment. Human resources staff should be involved by supervisors immediately. Employees need to understand that they have an obligation to report sexual harassment concerns to their supervisor or the human resources office.

When it comes to managing employee performance, managers and supervisors are the front line. First, and foremost, nobody wants a workplace culture that allows any form of harassment to occur. Out of your commitment to your employees and your company, harassment, in any form, is never to be tolerated.

In harassment, as well as in other law suit-engaging topics, as an employer, demonstrating that you took appropriate steps is crucial. In fact, demonstrating that you took immediate action and that the consequences for the perpetrator were severe, is also critical. And, the front line leader is usually the person initiating and following through on those steps, so they have to feel confident about what they are doing. Any form of harassment can create a hostile work environment including sexual harassment and how it is addressed. Recently the court's definition of what constitutes a hostile work environment has been expanded to coworkers who are caught up in the situation, too.

Keep these facts in mind as you think about sexual harassment and other forms of harassment in your work place.

- The employee harassing another employee can be an individual of the same sex. Sexual harassment does not imply that the perpetrator is of the opposite sex.
- The harasser can be the employee's supervisor, manager, customer, coworker, supplier, peer or vendor. Any individual who is connected to the employee's work environment, can be accused of sexual harassment.
- The victim of sexual harassment is not just the employee who is the target of the harassment. Other employees who observe or learn about the sexual harassment can also be the victims and institute charges. Anyone who is affected by the conduct can potentially complain of sexual harassment. As an example, if a supervisor is engaged in a sexual relationship with a reporting staff member, other staff can claim harassment if they believe the supervisor treated his or her lover differently than they were treated.
- In the organization's sexual harassment policy, advise the potential victims that, if they experience harassment, they should tell the perpetrator to stop, that the advances or other unwanted behaviours are unwelcome.
- Sexual harassment can occur even when the complainant cannot demonstrate any adverse affect on his or her employment including transfers, discharge, salary decreases, and so on.
- When an individual experiences sexual harassment, they should use the complaint system and recommended procedures as spelled out in the sexual harassment policy of their employer. The investigation should be conducted as spelled out in the handbook

## NOTES

### CHECK YOUR PROGRESS

4. What is theory Z?
5. Mention the common problem behaviours.
6. Mention and briefly define the two types of absenteeism.
7. Briefly mention what amounts to sexual harassment.

### 5.10 SUMMARY

- Personality development involves improving and grooming a person's outer and inner self to boost his confidence, improve communication and language speaking abilities, widen his knowledge, develop certain skills, learn fine etiquettes and manners, add style and grace to the way one looks, talks and walks and overall imbibe himself with positivity, liveliness, peace and success.

## NOTES

- Leadership skills are partly learned from others and experiences, and partly exist as part of a person's innate personality. There are three theories about how leadership qualities emerge: trait theory, great events theory, and transformational leadership theory.
- Team-building refers to a wide range of activities, presented to businesses, schools, sports, religious or nonprofit organizations, that are designed for improving team performance.
- Douglas McGregor's (1906–1964) Theory X and Theory Y describe two opposing views of people at work that will influence management style. Managers can be said to follow either view of their workforce. Theory X is often said to describe a traditional view of direction and control. Theory Y implies a more self directed workforce that takes an interest in the goals of their organization and integrates some of their own goals into these.
- William Ouchi studied management practices in the United States and Japan and developed Theory Z. Theory Z combines elements of both U.S. and Japanese management styles and is sometimes called Japanese Management. It assumes that the best management style involves employees at all levels of the organization. Specific characteristics included in Theory Z are long-term employment, less specialized career paths, informal control, group decision making, and concern for the individual rises above work-related issues. This theory satisfies both lower order and higher order needs.
- There are two types of absenteeism, each of which requires a different type of counselling approach: Innocent absenteeism and culpable absenteeism. Innocent absenteeism refers to employees who are absent for reasons beyond their control; like sickness and injury. Innocent absenteeism is not culpable which means that it is blameless. In a labour relations context this means that it cannot be remedied or treated by disciplinary measures.
- Culpable absenteeism refers to employees who are absent without authorization for reasons which are within their control; for instance, an employee who is on sick leave even though he/she is not sick, and it can be proven that the employee was not sick, is guilty of culpable absenteeism. To be culpable is to be blameworthy. In a labor relations context this means that progressive discipline can be applied. Counselling is different for innocent and culpable absenteeism.
- The procedure an employer may take for innocent absenteeism is as follows: (i) Initial counselling(s), (ii) Written counselling(s), (iii) Reduction(s) of hours and/or job reclassification, and (iv) Discharge.
- The procedures for corrective/progressive discipline for culpable absenteeism are: (i) Initial warning(s), (ii) Written warning(s), (iii) Suspension(s), and (iv) Discharge.



- Addiction to tobacco has assumed alarming proportions today in the world. So health advice, and anti-smoking counselling are the items of priority, before any health authority.
- Alcoholism is another common problem among the workers that interferes with their performance. The most well known alcoholism counselling program in existence is alcoholics anonymous, which allows recovering alcoholics and substance abusers to come together to discuss their addictions and work past them in a team environment.
- Similarly gambling is another problem like alcoholism and smoking which demands effective counselling.
- Relationship problems need individually focused counselling. The relationship problems include spouse relation, parent-child relationship and community relationship problems.
- Emotional problems that need counselling include anxiety management, anger management and depression management.
- Sexual harassment is another problem in workplaces. With recent awareness among employees, people today have become more bold to come out whenever they face sexual harassments. Employees should clearly understand what amounts to sexual harassment and how to react to that.

## NOTES

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### 5.11 KEY TERMS

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- **Innocent absenteeism:** Employees who are absent for reasons beyond their control like sickness and injury
- **Culpable absenteeism:** Employees who are absent without authorization for reasons which are within their control
- **Compulsive gambler:** This type of person suffers with an uncontrollable urge to gamble even when the bills pile up
- **Leadership:** The art of influencing and directing people in such a way that will win their obedience, confidence, respect and loyal cooperation in achieving common objectives
- **Theory X:** This theory views the employees as people who generally dislike work and need strict direction and threats of punishment in order to get a job done
- **Theory Y:** According to this theory, employees generally like work and gain satisfaction from doing a job well
- **Theory Z:** This theory focuses on the culture of an organization, creating an environment in which all employees work together very well

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## 5.12 ANSWERS TO 'CHECK YOUR PROGRESS'

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### NOTES

1. Personality development involves improving a person's outer and inner self to boost his confidence, improve communication abilities, widen his knowledge, learn fine etiquettes in a way that leads to success, satisfaction and contentment.
2. Team-building refers to a wide range of activities, presented to businesses, schools, sports, religious or nonprofit organizations, that are designed for improving team performance. Team-building leads to enhanced team performance.
3. The three theories about how leadership qualities emerge are: trait theory, great events theory, and transformational leadership theory.
4. William Ouchi studied management practices in the United States and Japan and developed Theory Z. Theory Z combines elements of both US and Japanese management styles and is sometimes called Japanese Management. It assumes that the best management style involves employees at all levels of the organization. Specific characteristics included in Theory Z are long-term employment, less specialized career paths, informal control, group decision making, and concern for the individual rises above work-related issues. This theory satisfies both lower order and higher order needs.
5. The most common problem behaviours include absenteeism, smoking, alcoholism and gambling.
6. There are two types of absenteeism, each of which requires a different type of counselling approach: Innocent absenteeism and culpable absenteeism. Innocent absenteeism refers to employees who are absent for reasons beyond their control; like sickness and injury. Culpable absenteeism refers to employees who are absent without authorization for reasons which are within their control, for instance, an employee who is on sick leave even though he/she is not sick, and it can be proven that the employee was not sick, is guilty of culpable absenteeism.
7. Sexual harassment can involve one or more of the following acts: (i) Offensive words or clothing, unwanted jokes, gestures, and unwelcome comments and repartee; (ii) Touching and any other bodily contact such as scratching or patting a coworker's back, grabbing an employee around the waist, or interfering with an employee's ability to move; (iii) Repeated requests for dates that are turned down or unwanted flirting; (iv) Transmitting or posting emails or pictures of a sexual or other harassment-related nature; (v) Displaying sexually suggestive pictures, objects, or posters; and (vi) Playing sexually suggestive music.

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## 5.13 QUESTIONS AND EXERCISES

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### Short-Answer Questions

1. Define personality development and describe how a person can develop his personality.
2. Define leadership.
3. How can a counsellor counsel for sex-related problems?

### Long-Answer Questions

1. Explain in detail team-building and its relationship with Theories X, Y and Z.
2. Mention different types of problem behaviours common in workplace and how you deal with them.
3. Mention different types of relationship problems and how they should be counselled.

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## 5.14 FURTHER READING

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Bennis, W. 2000. *Managing the Dream*. Cambridge, Massachusetts: Perseus Publishing.

Wells, Barron, and Nelda Spinks. 'Developing a community image program: An essential function of business communication.' *Management Decision*. May-August 1999.

**NOTES**



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# UNIT 6 INDUSTRIAL BEHAVIOUR MODIFICATION

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## NOTES

### Structure

- 6.0 Introduction
- 6.1 Unit Objectives
- 6.2 Introduction to Industrial Behaviour Modification
- 6.3 Behaviour Modification Techniques
- 6.4 Productivity Schedule of Reinforcement in Business and Industry
  - 6.4.1 Types of Reinforcement
  - 6.4.2 Schedules of Reinforcement
- 6.5 Behaviour Modification in the Industrial Environment
- 6.6 Modification at the Employee Supervision and Management Levels
- 6.7 Summary
- 6.8 Key Terms
- 6.9 Answers to 'Check Your Progress'
- 6.10 Questions and Exercises
- 6.11 Further Reading

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## 6.0 INTRODUCTION

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Industrial environment is filled with social and psychological problems and disputes. There always a need to provide counselling to the workforce to minimize labour, union and management conflicts and to maximize performance and productivity.

In this unit, you will study about industrial behaviour modification and techniques of behaviour modification.

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## 6.1 UNIT OBJECTIVES

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After going through this unit, you will be able to:

- Understand the concept of industrial behaviour modification and its techniques
- Understand productivity schedules of reinforcement in business and industry
- Examine behaviour modification in the industrial and organizational environments
- Learn the modification at the employee supervision and management levels

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## 6.2 INTRODUCTION TO INDUSTRIAL BEHAVIOUR MODIFICATION

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### NOTES

In the early 1900s the first behaviour modification experiments were carried out by Russian psychologist Ivan Pavlov. The classic example is his dog—every time Pavlov rang a bell, he would feed the dog. Eventually, the dog would salivate every time the bell rang, even when there was no food on offer, as he was *conditioned* to associate food with the bell. This was the first behaviour modification to follow scientific conventions.

Behaviour modification is the use of empirically demonstrated behaviour change techniques to improve behaviour, such as altering an individual's behaviours and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and/or the reduction of maladaptive behaviour through its extinction, punishment and/or therapy.

Edward Thorndike (1911), in his article 'Provisional Laws of Acquired Behaviour or Learning' makes frequent use of the term modifying behaviour.

Emphasizing the empirical roots of behaviour modification, some authors consider it to be broader in scope and to subsume the other two categories of behaviour change methods. Since techniques derived from behavioural psychology tend to be the most effective in altering behaviour, most practitioners consider behaviour modification along with behaviour therapy and applied behaviour analysis to be founded in behaviourism.

Effective behaviour modification is ideally carried out with a 5:1 ratio of positive to negative responses. Positive behaviours are praised, and while negative behaviours are punished, most are ignored. Over time, the positive behaviours will overtake the negative ones. Martin and Pear indicate that there are seven characteristics to behaviour modification, they are:

- There is a strong emphasis on defining problems in terms of behaviour that can be measured in some way.
- The treatment techniques are ways of altering an individual's current environment to help that individual function more fully.
- The methods and rationales can be described precisely.
- The techniques are often applied in everyday life.
- The techniques are based largely on principles of learning—specifically operant conditioning and respondent conditioning.
- There is a strong emphasis on scientific demonstration that a particular technique was responsible for a particular behaviour change.
- There is a strong emphasis on accountability for everyone involved in a behaviour modification program.

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## 6.3 BEHAVIOUR MODIFICATION TECHNIQUES

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Behaviour is the way a person reacts to a particular stimulus and varies from individual to individual. Behaviour modification technique is the way you improve the behaviour of a person, through use of some positive and negative reinforcements and punishments. It is the process of altering a person's reaction to stimuli. Behaviour modification is much used in clinical and educational psychology, particularly in case of people with learning difficulties

In the day to day life, it is mostly used in the classroom scenario, where the teachers use such techniques to reform the behaviour of a child. Read on to know more about techniques used for modifying behaviour.

### Stages in behaviour modification

Behaviour modification is based on two types of theories. One involves antecedents, i.e., events which occur before a particular behaviour is demonstrated and the other is observable behaviour, i.e., those events that occur after a particular behaviour has been occurred. A behaviour modification technique is applicable only after a series of changes. An inappropriate behaviour is observed, identified, targeted, and stopped. Meanwhile, a new, appropriate behaviour must be identified, developed, strengthened, and maintained.

### Reinforcements and punishment

Positive reinforcements are the ways in which you encourage the desired behaviour. It increases the future frequency of the desired behaviour. Patting the back, passing a smile or sometimes even giving a chocolate when a person behaves properly is called positive reinforcement. Negative reinforcement, on the other hand, increases the likelihood that a particular negative behaviour would not happen in the future. It is often confused with punishment. While punishment is negative, negative reinforcement is positive. It is a positive way of reducing a particular behaviour.

### Behaviour modification techniques

- **Classroom monitoring:** Effective teaching practices, frequent monitoring, strict rules and regulations, social appraisal, etc.
- **Pro-social behaviour:** Positive and negative reinforcements, modelling of pro-social behaviour, verbal instruction, role playing, etc.
- **Moral education:** Moral Science classes on real-life situations, imaginary situations and literature. Let students play different roles as a teacher, principal, parents, etc and participate in school administration.
- **Social Problem Solving (SPS):** Direct teaching of SPS skills (e.g., alternative thinking, means-ends thinking), dialoguing, self-instruction training, etc

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- **Effective communication models:** Values explanation activities, active listening, importance of communication and interpersonal skills, training for students and teachers.

## NOTES

### CHECK YOUR PROGRESS

1. What is behaviour modification?
2. What is positive reinforcement?
3. What is negative reinforcement?
4. What is punishment?
5. List the behaviour modification techniques.

## 6.4 PRODUCTIVITY SCHEDULE OF REINFORCEMENT IN BUSINESS AND INDUSTRY

Basically, George and Hopkins (1989) have re-examined the role of waiters from a behavioural perspective and determined that the standard hourly wage (plus tips) is probably not in their best interest, or the owner's. A fixed-ratio schedule (i.e., a percentage of the gross), at least from an experimental perspective, is more likely to generate greater productivity as well as increased income for the employees. Because we are moving to a service economy, applied research in this sector is extremely important as businesses begin to develop management plans for needed services.

People have tried different ways of increasing workplace productivity but most of them are not founded on scientific knowledge about human behaviour. They have tried to use various incentives to increase output through bonus payments, presents and pay rises. Most of the attempts have been short lived or failed at the outset. Other managers and leaders have tried prescribing levels of productivity and imposing them on the workforce. Predictably, these have not been successful. Other unsuccessful groups of managers and leaders have tried threats with the same result.

One of the problems that exist in most workplaces, is the number of distractions available to any employee. Text messaging, computer games, surfing the net, gossiping, spreading rumors, e-mailing friends and so on, are all activities which employees carry out instead of focusing on the task at hand. All these things divert attention from the behaviour that will contribute to the success of the organization. It is impossible to monitor and prevent this increasing number of distractions.

The behavioural scientists have an answer. They know that behaviour will always be attracted to the area of the work environment that provides the most



positive reinforcement. People focus their behaviour on activities that provide the reinforcement that they need. They will concentrate on a task or an activity that may not be what the manager or the leader requires. Given this situation the tendency is to punish or to give negative reinforcement to people who practice those unwanted activities.

It is much more effective to increase reinforcement for the important tasks than to tell people to concentrate or stay focused. If someone is doing routine work and receives little encouragement or reinforcement, they will become easily distracted. On the other hand, if they are doing routine work and receive feedback, encouragement and frequent reinforcement they will resist any distractions. Their focus will be firmly fixed on the job at hand.

One of the major causes of low productivity in industry, is the way the workforce is conditioned by its leadership. If there is a tendency to use negative reinforcement or punishment, discretionary effort will not be applied at all. Every single manager and supervisor should be taught the fundamentals of using positive reinforcement as a leadership tool because of its positive effect on productivity and profits.

The secret of increasing productive behaviour is relatively simple. Firstly, make sure that people receive relevant and meaningful positive reinforcement several times each day. Secondly, remove or reduce reinforcement provided by distracting behaviour and activities.

Reinforcement Theory was derived from B.F. Skinner's work and has been applied largely to child rearing, animal training, workplace training, and supervising (Redmond, 2010). Reinforcement theory, 'is the process of shaping behaviour by controlling the consequences of behaviour'. It is also known as behaviourism or operant or instrumental conditioning (Redmond, 2010).

#### **6.4.1 Types of Reinforcement**

Reinforcement theory provides two methods of eliciting desirable employee behaviours. One is positive reinforcement and the other is negative reinforcement.

##### **Positive reinforcement**

Positive reinforcement uses the reward system. The rewards system is a collection of brain structures which attempt to regulate and control behaviour by inducing pleasurable effects. The rewards in the workplace include, but are not limited to: monetary bonuses, promotions, praise, paid holiday leave, and attention. In educational settings the rewards can include: food, verbal praise, or a preferred item (such as a toy or a break on a swing). Giving rewards may not result in the desired effect or behaviour. The reward must stimulate the person to produce the desired behaviour. This means that the reinforce should be highly motivating to the individual; for example, in the workplace a paycheck or a bonus is a highly motivating factor for many people.

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### Negative reinforcement

Negative reinforcement is a, 'psychological reinforcement by the removal of an unpleasant stimulus when a desired response occurs'.

Negative reinforcement uses the reward system. A person is rewarded for desired behaviour by having something unpleasant removed. This removal is the reward. For example, in the workplace a person may find it undesirable to be monitored closely. If a person is doing their job to the held standard, they may not be monitored as closely anymore. This removal of the monitoring is the reward for consistently doing their job well.

### 6.4.2 Schedules of Reinforcement

A schedule of reinforcement determines when and how often reinforcement of a behaviour is given. Schedules of reinforcement play an important role in the learning process of operant conditioning since the speed and strength of the response can be significantly impacted by when and how often a behaviour is reinforced (Van Wagner, 2010). Two types of reinforcement schedules are: continuous reinforcement and intermittent reinforcement

**Continuous reinforcement:** It is when a desired behaviour is reinforced each and every time it is displayed. This type of reinforcement schedule should be 'used during the initial stages of learning in order to create a strong association between the behaviour and the response' (Van Wagner, 2010b). Continuous reinforcement will not generate enduring changes in behaviour, once the rewards are withdrawn, the desired behaviour will become extinct. A good example of continuous behaviour is the process of using a vending machine; for example, a soda machine will give a soda every time you feed it money. Every so often you may not receive the soda and you are likely to try only a few more times. The likelihood that you will continuously keep adding money when not receiving any reward is extremely low so this behaviour is often stopped very quickly.

**Intermittent reinforcement:** It is when a desired behaviour is reinforced only occasionally when it is displayed. In this type of reinforcement schedule behaviours are obtained more gradually; however, the behaviours are more enduring (defying extinction). Intermittent schedules are based either on time (interval schedules) or frequency (ratio schedules) (Huitt & Hummel, 1997). Ratio reinforcement is the reinforcement of a desired behaviour after a number of occurrences; while, interval reinforcement is the reinforcement of a desired behaviour after a period of time. Consequently, four types of intermittent reinforcement schedules exist: fixed interval schedules, variable interval schedules, fixed ratio schedules and variable ratio schedules.

**Fixed interval schedules:** A reinforcement of appropriate behaviour that is delivered after a specified interval of time has elapsed (Smith, 2010). Heffner offers an appropriate example of an employee performance review for a raise every year and not in between (Heffner, 2001). However as the reinforcement is

delivered only after a specified amount of time has passed this reinforcement type of schedule tends to produce a scalloping effect between intervals as displayed in the figure example below (Huitt & Hummel, 1997).

Only directly before the interval time has elapsed is the desired behaviour displayed so as to look good when the performance review comes around (Heffner, 2001). After which a dramatic drop-off of behaviour immediately after reinforcement occurs (Huitt & Hummel, 1997). The fixed interval schedule is a form of continuous schedule and works well for punishment or learning a new behaviour (Heffner, 2001).

**Variable interval schedules:** This is a reinforcement of appropriate behaviour that is delivered after an *average* interval of time has elapsed (Smith, 2010). Once the behaviour has been reinforced, a new interval of time, either shorter or longer, is specified with the sum total of interval times equaling the average (Huitt & Hummel, 1997). This is best expressed in the example of a corporate random drug testing policy. The policy may dictate that a random drug screening will be conducted every 3 months or so, however because it is random the screening may happen sooner at 2 months or later at 4 months with the average interval time equaling around 3 months. Because of the variable nature of this schedule the scalloping effect between intervals is reduced (Huitt & Hummel, 1997).

**Fixed ratio schedules:** A reinforcement of a desired behaviour occurs only after a given number of occurrences (e.g., factory employees who are paid on piecework or a fixed 'piece rate' for every piece produced or performance-related pay). Because the fixed ratio schedule is methodical, it produces a high, steady rate of response. The fixed ratio schedule is also a form of continuous schedule and works well for punishment or learning a new behaviour (Heffner, 2001).

**Variable ratio schedules:** A reinforcement of a desired behaviour occurs after a variable number of occurrences (e.g., employees who contribute to a lottery pot, a various number of tickets will win a various amount of money, which is put back into the pot for the next week). The variable rate schedules tend to be more effective than fixed ratio schedules because they generate a higher rate of response and resist extinction (Redmond, 2010).

The chart below is a recording of response rates of the four reinforcement schedules (Huitt & Hummel, 1997). The rates of responses are recorded on a device created by Skinner, called the 'cumulative recorder' (Van Wagner, 2010a).

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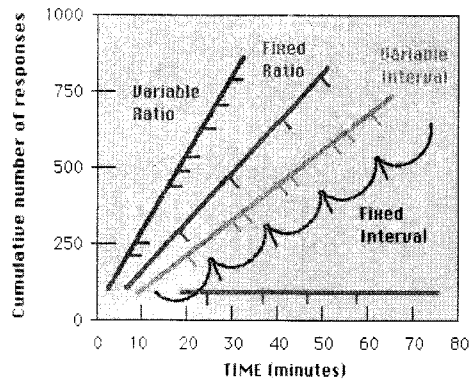


Fig. 5.1 Schedules of Reinforcement

A chart demonstrating the different response rate of the four simple schedules of reinforcement, each hatch mark designates a reinforcer being given (Huitt & Hummel, 1997).

## 6.5 BEHAVIOUR MODIFICATION IN INDUSTRIAL ENVIRONMENT

Business owners are interested in the worker performance as its correlation connects directly with company profit. In the 1970s the behaviour case studies that dealt with workers analysed those that did simpler work. Specific studies observed construction workers, bank tellers, textile workers, retailers, store clerks, and mining workers. differently for each case. In each study the employees' work performance was aided by reinforcement, though it manifested itself a research experiment documented in *A Study on the Effects of Some Reinforcers to Improve Performance of Employees in a Retail Industry* studies reinforcement's effects on workers that do simple tasks and those that occupy more complex ones. The most pertinent reinforcements (to this study) include monetary rewards, positive feedback, informal dress code, and flexible work hours. The article's authors make it clear that certain kinds of reinforcement will increase performance differently for people with different jobs. Specifically employees that work harder, more complex jobs receive more benefit from feedback. What qualifies a job as complex? The famous behaviourist Albert Bandura describes them as jobs that '(require) knowledge, cognitive ability, memory capacity, behavioural facility, information processing, persistence, and effort'. In the social sciences operationalized definitions are given for variables, so the study defined 'complex job' with Bandura's description. The first group the experiment focused on was the employees with more complex jobs, such as writing program code or teaching software packages to others. This group is referred to as G1. The first subgroup, G11, was given the reinforcement of either money or paid leave. The second subgroup, G12, was instead, given feedback. Feedback is positively geared work ethic evaluation, where a manager might would compliment a worker for a job well done or provide a worker with useful information concerning how to improve.

The second broad worker group, G2, consisted of employees doing simpler tasks like data entry and system maintenance. Subgroup G21 was given a more casual dress code and G22 received more flexible work hours. As according to social scientific methodology each group's participants were chosen randomly from the same population. G1's working habits were observed before the first 'intervention' of reinforcers then recorded again after the intervention's administration. Final work productivity data was then collected about one month later at a time called 'post intervention.' G2's experimentation differed slightly. There was data recorded before and at the time of the first intervention, but there was also a second intervention added for observing the diminishing ability that the reinforcers had to moderate work ethic. At each phase during this experiment observers and clients rated workers on a scale that represented the employee's quality of work. The scale concerns a rate of how many times various productive traits were observable at each observation period (i.e., 800 frequencies of behaviour for a certain day). It is conclusive that each group showed a tremendous productivity increase during the initial reinforcement interventions. Subgroup G11, the group that was given financial incentive, showed an increase in mean aggregate behaviour from 648.33 to 809.96. Subgroup G12, the one receiving feedback, increased its behaviour from 647.5 to 832.72. An early conclusion we can make here is that feedback was slightly more effective at increasing advantageous work behaviours in employees than monetary incentive was. The post-intervention period was the most interesting and revealing of all the data collected. It showed the G11 group showed an extremely sharp decrease in behaviours whereas the G12 group maintained its heightened work ethic a month later at this post intervention period. Strajkovic and Luthans were correct saying that workers exacting more mentally involved work will respond better to feedback. Subgroups G21 and G22 held more similar results than the G1 group did. G2 overall had a smaller overall increase upon the first intervention. G21 went up to 334.39 behaviours observed from 311.67. However, upon the second intervention the beneficial effects of the reinforcements were only about half of what the original intervention accomplished. There are not concrete stereotypes for the type of people working each kind of job, this data only reflects motivation potential for a certain job. It is important to see here how much encouragement (no matter what form it takes) affects people's motivation. My favourite result and finding is that money does not win. As it turns out, people benefit more in the workplace by the kind words of superiors rather than just a bit of extra cash.

### **Organizational behaviour modification**

Behavioural science is a very complex area itself. Therefore is not surprising that there are numerous specialists within it. Each specialist is concerned with some aspect of interpersonal relationships. Consequently at training they usually do not teach the same body of knowledge, rather than approach the matter quite differently.

Several behaviourists proposed different training techniques for human recourses development. Yet they retained some of their insights. Luthans has

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proposed for organization behaviour modification. The differences are described thus, a motivational approach to organizational approach to organizational behaviour infers that the practicing manager should attempt to define and manipulate such vague internal states as desire. Under the organization modification approach, the manager determines the organizational goals he wants participant behaviour to accomplish the organization stimuli available to control the behaviour and the types and schedules of reinforcement that can be applied to the consequent behaviour.

Behaviour modification is also called as operant conditioning and positive reinforcement. It is based on learning theory and directed towards changing individual behaviour rather than that of group of total organization. The desired behaviour of individual can be reinforced by incentives such as money, social approval and responsibility. Thus the behaviour of organizational participants can be turned towards the results desired including efficient productive efforts. It has been increasingly efficient productive efforts. It has been increasingly applied to a variety of organizations including business firms.

Behaviour modification applies Thorndike's law of effect, which asserts that behaviour perceived to lead to a positive result will be repeated, behaviour that has a neutral or negative result will tend not to be repeated, Reinforcement of a persons behaviour can positive or negative-positive if a desired behaviour is regarded negative if an undesired behaviour is punished. Most trainers push to avoid negative reinforcement and to rely on positive reinforcement skinner has advocated the maximum use of positive reinforcement he opposes negative reinforcement because of its conceivably implication.

Reinforcement proceeds in three stages. First, the superior gives frequent positive reinforcement based on feedback from subordinate's performance, shaping their performance by constructive suggestion is infrequent and the use of praise. In the second stage reinforcement is infrequent and given at unpredictable times. Finally supervisory reinforcement is reduced greatly, allowing task accomplishment to become the subordinates primary sources of reward. All this call for training supervisors in reinforcement methods getting them to accept the psychology involved. The methods that have been extensively used in the Amery Air Freight Corporation begin with a performance audit to measure the individuals current result. Work standards are then adjusted established by the supervisors, Subordinates keep performance records which are then scrutinized by their supervisors to recognize praise and reward goods results and to criticize poor results. The program met with the difficulty that the progress reports remained necessary the envisaged natural reinforcement. The company has nevertheless deemed the program successful.

Organization behaviour modification is a controversial technique, chiefly because of its implication of manipulation and control over people. It runs counter to beliefs in freedom and freewill and makes and environments the basis of control. But skinner believes that the feeling of freedom is the important thing and that the individual feels free when he can act to avoid a negative reinforcement or to obtain

a positive reinforcement. Indeed the use of this technique appears to be promising and productive.

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## 6.6 MODIFICATION AT THE EMPLOYEE SUPERVISION AND MANAGEMENT LEVELS

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### NOTES

Organizational behaviour is the way in which individuals within an organization behave. This includes both general employees and managers and day-to-day as well as long-term behavioural characteristics. Elements of organizational behaviour might include an organization's aversion to risk; an organization's preference for promoting from within or hiring from external sources; the level of rigidity and formality surrounding its management hierarchy; and the organization's idea development process. Organizational behaviour is notoriously hard to change. This is due in part to the fact that organizational behaviour is hard to define.

Most employees probably are not even consciously aware of the organizational behaviour of the company. Additionally, organizational behaviour is a product of potentially hundreds or even thousands of employees. This means that changing organizational behaviour could require changing hundreds or thousands of individual behaviours.

**1. Determine what new behaviour you wish to see from management:**

It is one thing to say 'I dislike Behaviour X' and another thing entirely to say 'I believe Behaviour Y is superior to Behaviour X.' Before you set about doing away with 'bad' managerial behaviour, you need to have a clear idea of what the new 'good' behaviour looks like.

**2. Identify the behaviours you wish to change:** What is it that you feel needs adjustment within the organizational behaviour of your company? Do you feel the organization is too risk-averse? Does the organization seem to overlook input from mid-level managers? Whatever the behaviour is, you must identify it and clearly define it for yourself.

**3. Find the incentives underlying the behaviour:** Almost all behaviour is driven by incentives. Some incentives are clearer than others. For example, a production company that pays managers a commission based on number of units shipped gives incentives for managers to ship as many units as possible, perhaps at the expense of quality. Changing that manager's behaviour would require changing his incentives. A more subtle incentive is avoiding extra effort. There tends to be a lot of inertia regarding organizational behaviour. It is easier to do things the way they have always been done than it is to consciously change behaviour.

**4. Lead by example:** Managers look to their senior managers for guidance and example. A senior executive who advocates a new policy but does not visibly follow it himself is sending the message that she does not really care about the new policy. If she does not care, why should her subordinates?

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Executives who fully embrace the new organizational behaviour they are promoting are likely to see much greater adoption by those around them.

5. **Reward the 'good' behaviour:** If the new desired organizational behaviour for your managers is intended to encourage them to consider more candidates for promotion from within rather than external candidates, consider something as explicit as placing a quota on the number of managerial hires that must come from within the company. This creates an incentive—filling the quota—to change the previous behaviour. If you wish to see organizational behaviour change so that the company more frequently considers input from lower levels of the organization, have employees evaluate their supervisors on how well they do this and include these evaluations in the manager's performance review.

### CHECK YOUR PROGRESS

6. List the schedules of reinforcement.
7. List the responsibilities of managers while planning to modify the behaviour of the employees.

## 6.7 SUMMARY

- Behaviour modification is the use of empirically demonstrated behaviour change techniques to improve behaviour, such as altering an individual's behaviours and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and/or the reduction of maladaptive behaviour through its extinction, punishment and/or therapy.
- Behaviour modification is based on two types of theories. One involves antecedents, i.e., events which occur before a particular behaviour is demonstrated and the other is observable behaviour, i.e., those events that occur after a particular behaviour has been occurred.
- Positive reinforcements are the ways in which you encourage the desired behaviour. It increases the future frequency of the desired behaviour. Patting the back, passing a smile or sometimes even giving a chocolate when a person behaves properly is called positive reinforcement.
- Negative reinforcement, on the other hand, increases the likelihood that a particular negative behaviour would not happen in the future. It is often confused with punishment. While punishment is negative, negative reinforcement is positive. It is a positive way of reducing a particular behaviour.
- Behaviour modification techniques include: (i) Classroom monitoring, (ii) Pro-social behaviour, (iii) Moral education, (iv) Social problem solving (SPS), and (v) Effective communication models.



- People have tried different ways of increasing workplace productivity like using various incentives to increase output through bonus payments, presents and pay rises. Most of the attempts have been short lived or failed at the outset because they were not founded on scientific basis.
- Behavioural scientists found the way how positively reinforce productivity. It is much more effective to increase reinforcement for the important tasks than to tell people to concentrate or stay focused.
- If someone is doing routine work and receives little encouragement or reinforcement, they will become easily distracted. On the other hand, if they are doing routine work and receive feedback, encouragement and frequent reinforcement they will resist any distractions. Their focus will be firmly fixed on the job at hand.
- Schedules of reinforcement have a big bearing on the way they reinforce behaviours and productivity. Some such schedules include: (i) Continuous reinforcement, (ii) Intermittent reinforcement, (iii) Fixed intervals schedules, (iv) Variable interval schedules, and (v) Fixed Ratio schedules.
- Behaviour modification is also called as operant conditioning and positive reinforcement. It is based on learning theory and directed towards changing individual behaviour rather than that of group of total organization.
- The desired behaviour of individual can be reinforced by incentives such as money, social approval and responsibility. Thus the behaviour of organizational participants can be turned towards the results desired including efficient productive efforts. It has been increasingly applied to a variety of organizations including business firms.
- Organizational behaviour is the way in which individuals within an organization behave. This includes both general employees and managers and day-to-day as well as long-term behavioural characteristics.
- To change the behaviour in an organization, the managers should carefully monitor the following factors: (i) Determine what new behaviour you wish to see from management, (ii) Identify the behaviours you wish to change, (iii) Find the incentives underlying the behaviour, (iv) Lead by example, and (v) Reward the 'good' behaviour.

## NOTES

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### 6.8 KEY TERMS

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- **Positive reinforcements:** The ways in which you encourage the desired behaviour so that the frequency of such behaviours may increase in the future
- **Negative reinforcements:** They increase the likelihood that a particular negative behaviour would not happen in the future
- **Punishment:** It is negative like using penalties, demotions, etc.

## NOTES

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### 6.9 ANSWERS TO 'CHECK YOUR PROGRESS'

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1. Behaviour modification is the use of empirically demonstrated behaviour change techniques to improve behaviour, such as altering behaviours and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and/or the reduction of maladaptive behaviour through its extinction, punishment and/or therapy.
2. Positive reinforcements are the ways in which you encourage the desired behaviour so that the frequency of such behaviours may increase in the future. Such reinforcements can be like patting the back, passing a smile or sometimes even giving a chocolate when a person behaves properly is called positive reinforcement.
3. Negative reinforcement, on the other hand, increases the likelihood that a particular negative behaviour would not happen in the future.
4. Punishment is negative like using penalties, demotions, etc., whereas negative reinforcement is a positive way of reducing a particular behaviour.
5. Behaviour modification techniques include: (i) Classroom monitoring, (ii) Pro-social Behaviour, (iii) Moral Education, (iv) Social Problem Solving (SPS), and (v) Effective Communication Models.
6. Some reinforcement schedules include: (i) Continuous reinforcement, (ii) Intermittent reinforcement, (iii) Fixed intervals schedules, (iv) Variable interval schedules, and (v) Fixed Ratio schedules.
7. To modify the behaviour of the workforce in an organization, the managers should carefully monitor the following factors: (i) Determine what new behaviour you wish to see from management, (ii) Identify the behaviours you wish to change, (iii) Find the incentives underlying the behaviour, (iv) Lead by example, and (v) Reward the 'good' behaviour.

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### 6.10 QUESTIONS AND EXERCISES

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#### Short-Answer Questions

1. Explain the behaviour modification techniques.
2. Differentiate between positive reinforcement, negative reinforcement and punishment.
3. Explain behaviour modification at the supervisor and managerial levels.

#### Long-Answer Questions

1. Explain in detail the productivity schedules of reinforcement in business and industry.
2. Explain the behaviour modification techniques used in industrial environment.
3. Give a detailed view of the industrial behaviour modification.

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## 6.11 FURTHER READING

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