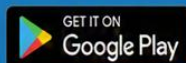
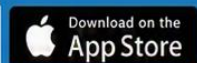


EDM 102

**INTRODUCTION TO
MANAGEMENT AND
HUMAN RESOURCES'
BEHAVIOURS IN
ORGANIZATIONS**



Course video is available on our app

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1. **Series 1: Concept of Behaviour in Educational Organisations**
2. **Series 2: Human Resources' Behaviour in Educational Settings**
3. **Series 3: Administrative Theory and Practice in Education**
4. **Series 4: Emerging Leadership Behaviour in Organisations**
5. **Series 5: Outcomes of Behaviour—Conflict, Cooperation, and Collaboration**

Series 1: Concept of Behaviour in Educational Organisations

Series outline

1.1 Meaning and scope of behaviour in organisations

- Definition of behaviour in organisations
- Scope of behaviour in educational organisations

1.2 Behavioural tasks of educational administrators

- Roles and responsibilities of administrators
- Contribution of administrators to organisational goals

1.3 Behavioural expectations of staff and students

- How staff think, act, and interact
- How students think, act, and interact
- Predicting potential behaviours

1.4 Behaviour and organisational effectiveness

- Link between behaviour and achievement of goals
- Implications for management in educational organisations

Introduction



In every educational organisation, behaviour plays a central role in shaping how people interact, perform tasks, and achieve collective goals. The way administrators, staff, and students think and act influences not only the atmosphere of the institution but also its overall effectiveness. Understanding behaviour in this context helps us appreciate why some organisations thrive while others struggle, and it provides a foundation for managing human resources more effectively.

The aim of this Series is to introduce you to the concept of behaviour in educational organisations, enabling you to define its meaning, explain its scope, and analyse how the behaviour of administrators, staff, and students contributes to organisational success.

We shall commence this Series by exploring the meaning and scope of behaviour in organisations, focusing on how it applies to educational settings. Next, we will examine the behavioural tasks of educational administrators and their contribution to achieving organisational goals. Following that, we will study the behavioural expectations of staff and students, considering how they think, act, and interact, and how their potential behaviours can be predicted. Finally, we will conclude by linking behaviour to organisational effectiveness, highlighting its implications for management and leadership in education.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1** define the concept of behaviour in organisations and explain its scope in educational settings,
- **SLO 1.2** describe the behavioural tasks and responsibilities of educational administrators in achieving organisational goals,
- **SLO 1.3** analyse the behavioural expectations of staff and students, including how they think, act, and interact,
- **SLO 1.4** evaluate the link between behaviour and organisational effectiveness, highlighting implications for management and leadership in education.

1.1 Meaning And Scope Of Behaviour In Organisations

1.1.1 Definition of behaviour in organisations

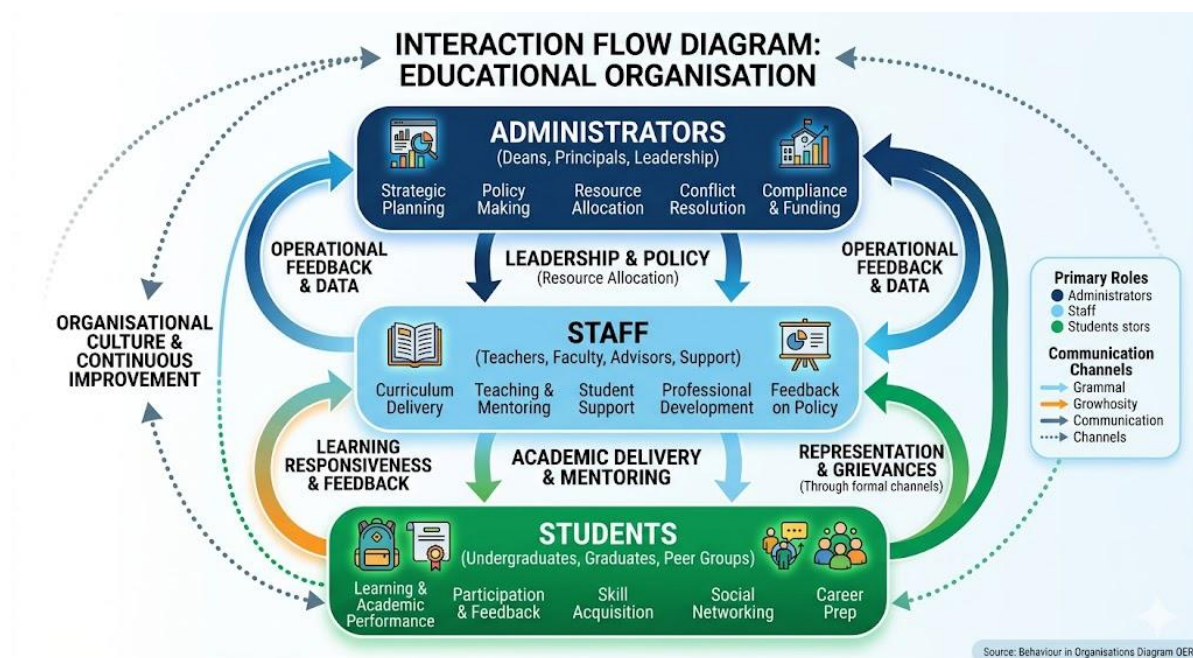
The term **behaviour** refers to the actions, attitudes, and interactions of individuals and groups within an organisation. In educational organisations, behaviour encompasses how administrators, staff, and students conduct themselves in ways that influence the achievement of institutional goals. It is shaped by personal values, organisational culture, and external factors such as societal expectations.



Fill in the blank: In educational organisations, behaviour refers to the _____, attitudes, and interactions of individuals and groups.

[Diagram showing individuals interacting within an organisation.

Figure 1.1: Behaviour in organisations



1.1.2 Scope of behaviour in educational organisations

The **scope of behaviour** in educational organisations covers the wide range of activities and interactions that occur among human resources. This includes how administrators manage tasks, how staff perform their duties, and how students engage in learning. Behaviour influences communication, decision-making, motivation, and ultimately the effectiveness of the organisation.

Fill in the blank: The scope of behaviour in educational organisations includes communication, _____, motivation, and effectiveness.

Box 1.1: Scope of behaviour in educational organisations

Scope	Key Behavioural Dynamics
Communication	The exchange of information between administrators, staff, and students. It includes formal channels (policy manuals, newsletters) and informal



Scope	Key Behavioural Dynamics
	networks (peer discussions), as well as the critical feedback loops that ensure institutional alignment.
Decision-Making	The process of selecting courses of action. In schools, this ranges from centralised decisions by leadership (budgeting, hiring) to participatory decision-making where faculty and student bodies influence curriculum and campus life.
Motivation	The internal and external factors that drive engagement. For staff , this involves professional autonomy and recognition; for students , it involves intrinsic interest in learning and extrinsic goals like grades or career placement.
Effectiveness	The measure of how well the organisation meets its goals. This is reflected in academic outcomes , teacher retention, resource efficiency, and the overall "health" of the school culture and climate.

Pilot questions 1.1

- Which of the following best defines behaviour in organisations?
 - Financial management of resources
 - Actions, attitudes, and interactions of individuals and groups
 - Physical infrastructure of schools
 - Curriculum design
- Fill in the blank: Behaviour in educational organisations is shaped by personal values, organisational culture, and _____ factors.
- Which of the following is included in the scope of behaviour in educational organisations?
 - Communication
 - Decision-making
 - Motivation
 - All of the above



4. Why is behaviour important in educational organisations?
 - a) It influences organisational effectiveness
 - b) It eliminates the need for administrators
 - c) It replaces curriculum content
 - d) It prevents student participation
5. Fill in the blank: The scope of behaviour in educational organisations covers administrators, staff, and _____.

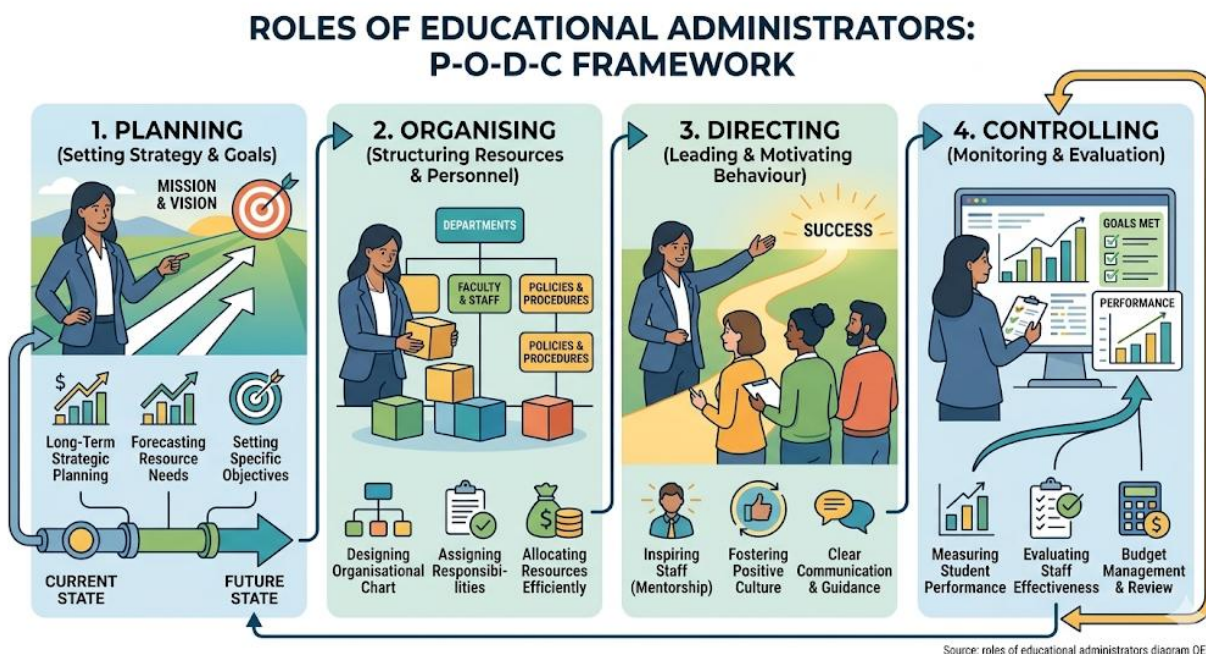
1.2 Behavioural Tasks Of Educational Administrators

1.2.1 Roles and responsibilities of administrators

Educational administrators play a crucial role in shaping organisational behaviour. Their **roles** include planning, organising, directing, and controlling activities within the school. Their **responsibilities** involve ensuring that staff and students act in ways that support the achievement of educational goals. Administrators also set standards of conduct, provide guidance, and resolve conflicts when they arise.

Fill in the blank: The roles of educational administrators include planning, organising, directing, and _____ activities within the school.

Diagram showing the roles of administrators in managing behaviour.
 Figure 1.2: Roles of educational administrators



1.2.2 Contribution of administrators to organisational goals



Administrators contribute to organisational goals by fostering positive behaviour among staff and students. They encourage cooperation, motivate individuals, and ensure that resources are used effectively. By modelling appropriate behaviour, administrators influence the culture of the organisation and promote an environment conducive to learning.

Fill in the blank: Administrators contribute to organisational goals by fostering _____ behaviour among staff and students.

Pilot questions 1.2

- Which of the following is a role of educational administrators?
 - Planning
 - Organising
 - Directing
 - All of the above
 - Fill in the blank: Administrators set standards of _____ within the school.
 - How do administrators contribute to organisational goals?
 - By fostering positive behaviour
 - By discouraging cooperation
 - By ignoring staff and students
 - By avoiding resource management
 - Which of the following best describes administrators' influence on organisational culture?
 - They model appropriate behaviour
 - They eliminate student participation
 - They replace curriculum content
 - They prevent communication
 - Fill in the blank: Administrators promote an environment conducive to _____.
-

1.3 Behavioural Expectations Of Staff And Students

1.3.1 Behavioural patterns of staff

Staff behaviour in educational organisations includes how teachers and other personnel think, act, and interact. Their behaviour influences teaching quality, discipline, and collaboration. Staff are expected to demonstrate professionalism, commitment, and respect for organisational rules.

Fill in the blank: Staff behaviour influences teaching quality, discipline, and _____.



1.3.2 Behavioural patterns of students

Students' behaviour reflects their attitudes towards learning, discipline, and interaction with peers and staff. Positive behaviour enhances academic performance and classroom harmony, while negative behaviour may disrupt learning. Schools often set behavioural codes to guide students.

Fill in the blank: Positive student behaviour enhances academic performance and _____ harmony.

1.3.3 Predicting potential behaviours

Predicting behaviour involves analysing patterns of thought and action to anticipate future conduct. Administrators and teachers can use knowledge of past behaviour to forecast likely outcomes, which helps in planning interventions and maintaining order.

Fill in the blank: Predicting behaviour involves analysing patterns of _____ and action.

Table 1.1: Behavioural expectations of staff and students

Category	Staff Expectations (The Role Models)	Student Expectations (The Learners)
Respect & Dignity	Model courtesy and non-judgmental behavior toward all. Respect diverse learning needs and protected characteristics.	Use polite language and good manners. Respect the personal space and property of peers and staff.
Professionalism / Academic Integrity	Maintain high standards of teaching; arrive on time for lectures. Protect exam integrity and avoid favoritism.	Submit original work and avoid plagiarism. Arrive at classes prepared with necessary materials and homework.
Communication	Provide clear, timely feedback. Maintain open and professional channels with parents and colleagues.	Listen actively when others are speaking. Use appropriate "inside voices" and express concerns through formal channels.



Category	Staff Expectations (The Role Models)	Student Expectations (The Learners)
Safety & Environment	Ensure a physically and psychologically safe classroom. Report bullying or hazards immediately.	Follow safety rules in labs, gyms, and playgrounds. Help keep the campus clean by recycling and disposing of litter.
Accountability	Adhere to institutional policies and codes of conduct. Take responsibility for instructional outcomes.	Follow the school's "Code of Conduct." Accept consequences for disruptive behavior and strive for improvement.
Engagement	Foster a positive culture by being "deliberately bothered" (going the extra mile) for student success.	Participate actively in lessons and school activities. Give best effort even when tasks are challenging.

Pilot questions 1.3

- Which of the following is expected of staff in educational organisations?
 - Professionalism
 - Commitment
 - Respect for rules
 - All of the above
- Fill in the blank: Students' behaviour reflects their attitudes towards _____, discipline, and interaction.
- What is the effect of positive student behaviour?
 - It disrupts learning
 - It enhances academic performance
 - It eliminates discipline
 - It prevents collaboration
- Which of the following helps administrators predict behaviour?
 - Analysing past patterns
 - Ignoring student conduct



- c) Avoiding staff interaction
- d) Eliminating rules

5. Fill in the blank: Schools often set behavioural _____ to guide students.

1.4 Behaviour And Organisational Effectiveness

1.4.1 Link between behaviour and achievement of goals

Behaviour directly affects whether organisational goals are achieved. Positive behaviour among administrators, staff, and students promotes cooperation, discipline, and effective learning. Negative behaviour, on the other hand, can hinder progress and reduce organisational effectiveness.

Fill in the blank: Positive behaviour promotes cooperation, discipline, and effective _____.

1.4.2 Implications for management in educational organisations

For management, behaviour is a critical factor in decision-making and leadership. Administrators must recognise how behaviour influences outcomes and adopt strategies to encourage desirable conduct. Effective management requires balancing discipline with motivation to achieve organisational success.

Fill in the blank: Effective management requires balancing discipline with _____.

Box 1.3: Behaviour and organisational effectiveness

Domain	Key Behavioural Drivers (Staff & Students)	Linking Mechanism (The "How")	Indicators of Effectiveness
Trust & Integrity	Staff: Demonstrate vulnerability and reliability. Students: Commit to academic honesty and respect shared spaces.	High trust creates psychological safety, reducing institutional anxiety and increasing <i>interpersonal cooperation</i> .	Reduced staff/student disciplinary incidents; increased collaboration; positive climate surveys.
Commitment & Engagement	Staff: Perform "extra-role behaviours" (e.g., volunteering for committees). Students:	High levels of engagement translate into increased discretionary effort ,	Increased teacher retention rates; higher student participation;



Domain	Key Behavioural Drivers (Staff & Students)	Linking Mechanism (The "How")	Indicators of Effectiveness
	Participate actively in extracurriculars and mentorship.	pushing performance beyond minimum standards.	improved volunteer support.
Accountability & Response	Staff: Take collective responsibility for student performance. Students: Accept consequences and show growth mindset.	Shared responsibility prevents a "culture of blame," fostering proactive problem-solving and self-regulation over external control.	Effective peer mentorship systems; staff-led professional learning communities (PLCs); reduced achievement gaps.
Continuous Learning	Staff: Model professional curiosity (e.g., self-study, mentorship). Students: Treat mistakes as data points (e.g., seeking feedback).	A culture of shared curiosity increases the school's innovative capacity and adaptability to new educational challenges.	Staff adopting new pedagogical strategies; high implementation rates of new curricula; iterative improvement of institutional policies.

Pilot questions 1.4

- Which of the following best describes the link between behaviour and organisational goals?
 - Behaviour determines achievement of goals
 - Behaviour eliminates curriculum content
 - Behaviour prevents student participation
 - Behaviour replaces administration
- Fill in the blank: Negative behaviour can hinder progress and reduce organisational _____.
- Why is behaviour important for management in educational organisations?
 - It influences decision-making and leadership
 - It eliminates the need for administrators



- c) It prevents motivation
 - d) It replaces teaching
4. Which of the following strategies should administrators adopt?
- a) Encouraging desirable conduct
 - b) Ignoring staff and students
 - c) Eliminating discipline
 - d) Avoiding motivation
5. Fill in the blank: Effective management requires balancing discipline with_____.

Series Summary

This Series introduced the concept of behaviour in educational organisations and highlighted its relevance to achieving institutional goals. We began by defining behaviour and examining its scope, then moved on to the behavioural tasks of educational administrators, focusing on their roles and contributions. Following that, we explored the behavioural expectations of staff and students, considering how their actions and interactions shape the learning environment. Finally, we linked behaviour to organisational effectiveness, emphasising its implications for management and leadership.

By completing this Series, you should now be able to define behaviour in organisations (SLO 1.1), describe the behavioural tasks of administrators (SLO 1.2), analyse the expectations of staff and students (SLO 1.3), and evaluate the link between behaviour and organisational effectiveness (SLO 1.4).

Glossary of Terms

- **Behaviour:** The actions, attitudes, and interactions of individuals and groups within an organisation.
- **Behavioural patterns of staff:** The ways teachers and personnel think, act, and interact in educational organisations.
- **Behavioural patterns of students:** The attitudes and conduct of learners towards discipline, peers, and learning.
- **Organisational effectiveness:** The extent to which an organisation achieves its goals, influenced by behaviour.
- **Responsibilities of administrators:** Duties such as setting standards of conduct, guiding staff and students, and resolving conflicts.
- **Roles of administrators:** The functions of planning, organising, directing, and controlling activities in schools.



- **Scope of behaviour:** The range of activities and interactions that occur among human resources in an organisation.

Concept Check Questions [Series 1]

Objective questions

1. Which of the following best defines behaviour in organisations? (Linked to SLO 1.1)
 - a) Financial management of resources
 - b) Actions, attitudes, and interactions of individuals and groups
 - c) Physical infrastructure of schools
 - d) Curriculum design
2. Which of the following is a role of educational administrators? (Linked to SLO 1.2)
 - a) Planning
 - b) Organising
 - c) Directing
 - d) All of the above
3. Which of the following is expected of staff in educational organisations? (Linked to SLO 1.3)
 - a) Professionalism
 - b) Commitment
 - c) Respect for rules
 - d) All of the above
4. Which of the following best describes the link between behaviour and organisational goals? (Linked to SLO 1.4)
 - a) Behaviour determines achievement of goals
 - b) Behaviour eliminates curriculum content
 - c) Behaviour prevents student participation
 - d) Behaviour replaces administration

Short-answer questions

5. Define behaviour in organisations. (Linked to SLO 1.1)
6. State one contribution of administrators to organisational goals. (Linked to SLO 1.2)
7. Give one example of positive student behaviour. (Linked to SLO 1.3)
8. Explain why behaviour is important for management in educational organisations. (Linked to SLO 1.4)

Long-answer questions



9. Analyse the behavioural tasks of educational administrators and explain how they contribute to organisational effectiveness. (Linked to SLO 1.2 and SLO 1.4)
 10. Evaluate the behavioural expectations of staff and students, highlighting their impact on teaching, learning, and discipline. (Linked to SLO 1.3)
-

Answers to Concept Check Questions [Series 1]

Objective questions

1. b
2. d
3. d
4. a

Short-answer questions

5. Behaviour in organisations refers to the actions, attitudes, and interactions of individuals and groups.
6. Administrators contribute by fostering cooperation among staff and students.
7. Positive student behaviour includes showing respect for peers and teachers.
8. Behaviour is important because it influences decision-making, leadership, and organisational outcomes.

Long-answer questions

9. *Basic response:* Administrators plan, organise, direct, and control activities. These tasks ensure discipline and cooperation, which contribute to organisational effectiveness. *Value-added response:* Beyond these tasks, administrators also model appropriate behaviour, motivate staff and students, and create a supportive environment. This strengthens organisational culture and enhances long-term effectiveness.
 10. *Basic response:* Staff are expected to act professionally, while students are expected to show discipline and commitment. These behaviours support teaching and learning. *Value-added response:* When staff collaborate and students engage positively, the organisation benefits from improved performance, reduced conflict, and a culture of respect. This creates a sustainable environment for educational success.
-

Answers to Pilot Questions [Series 1]

Part 1.1



1. b
2. external
3. d
4. a
5. students

Part 1.2

1. d
2. conduct
3. a
4. a
5. learning

Part 1.3

1. d
2. learning
3. b
4. a
5. codes

Part 1.4

1. a
2. effectiveness
3. a
4. a
5. motivation

References and Attributions [Series 1]

- Course materials: EDM 102, *Introduction to Management and Human Resources' Behaviours in Organisations*.
- Suggested illustration prompts:



- *Figure 1.1:* Behaviour in organisations. AI prompt: “Create a diagram showing administrators, staff, and students interacting in an educational organisation.”
- *Figure 1.2:* Roles of educational administrators. AI prompt: “Create a diagram showing educational administrator planning, organising, directing, and controlling school activities.”
- *Box 1.1:* Scope of behaviour in educational organisations. AI prompt: “Generate a summary box listing scope of behaviour: communication, decision-making, motivation, effectiveness.”
- *Box 1.2:* Contributions of administrators to organisational goals. AI prompt: “Generate a summary box listing contributions of administrators.”
- *Table 1.1:* Behavioural expectations of staff and students. AI prompt: “Create a table listing behavioural expectations of staff and students.”
- *Box 1.3:* Behaviour and organisational effectiveness. AI prompt: “Generate a summary box linking behaviour to organisational effectiveness in schools.”
- Suggested search strings for OER sourcing:
 - “behaviour in organisations diagram OER”
 - “roles of educational administrators diagram OER”
 - “scope of behaviour in educational organisations OER”
 - “contributions of administrators to organisational goals OER”
 - “behavioural expectations staff and students table OER”
 - “behaviour and organisational effectiveness OER”

Series 2: Human Resources’ Behaviour In Educational Settings

Series outline

2.1 Thinking patterns of staff and students

- How staff think about their roles and responsibilities
- How students think about learning and discipline



2.2 Behavioural attitudes in educational organisations

- Attitudes of staff towards teaching and collaboration
- Attitudes of students towards learning and peer interaction

2.3 Predicting potential behaviours

- Methods of anticipating staff behaviour
- Approaches to forecasting student behaviour

2.4 Implications of human resources' behaviour

- Effects of behaviour on organisational climate
- Influence on teaching, learning, and achievement of goals

Introduction

In the last Series, we explored the concept of behaviour in educational organisations, focusing on administrators, staff, and students, and how their actions influence organisational effectiveness. Building on that foundation, this Series turns our attention more closely to the behaviour of human resources within educational settings, examining how staff and students think, act, and interact.

The aim of this Series is to enable you to analyse the behavioural patterns of staff and students, explain their attitudes towards organisational life, predict potential behaviours, and evaluate the implications of these behaviours for educational effectiveness.

We shall commence this Series by examining the thinking patterns of staff and students, considering how their perceptions shape their actions. Next, we will explore behavioural attitudes, focusing on how staff approach teaching and collaboration and how students engage with learning and peers. Following that, we will study methods of predicting potential behaviours, highlighting how administrators can anticipate conduct. Finally, we will conclude by evaluating the implications of human resources' behaviour for organisational climate, teaching, and learning outcomes.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 2.1** analyse the thinking patterns of staff and students in educational organisations,
- **SLO 2.2** explain the behavioural attitudes of staff towards teaching and collaboration,
- **SLO 2.3** describe the behavioural attitudes of students towards learning and peer interaction,
- **SLO 2.4** demonstrate how to predict potential behaviours of staff and students, and



- **SLO 2.5** evaluate the implications of human resources' behaviour for organisational climate and educational effectiveness.

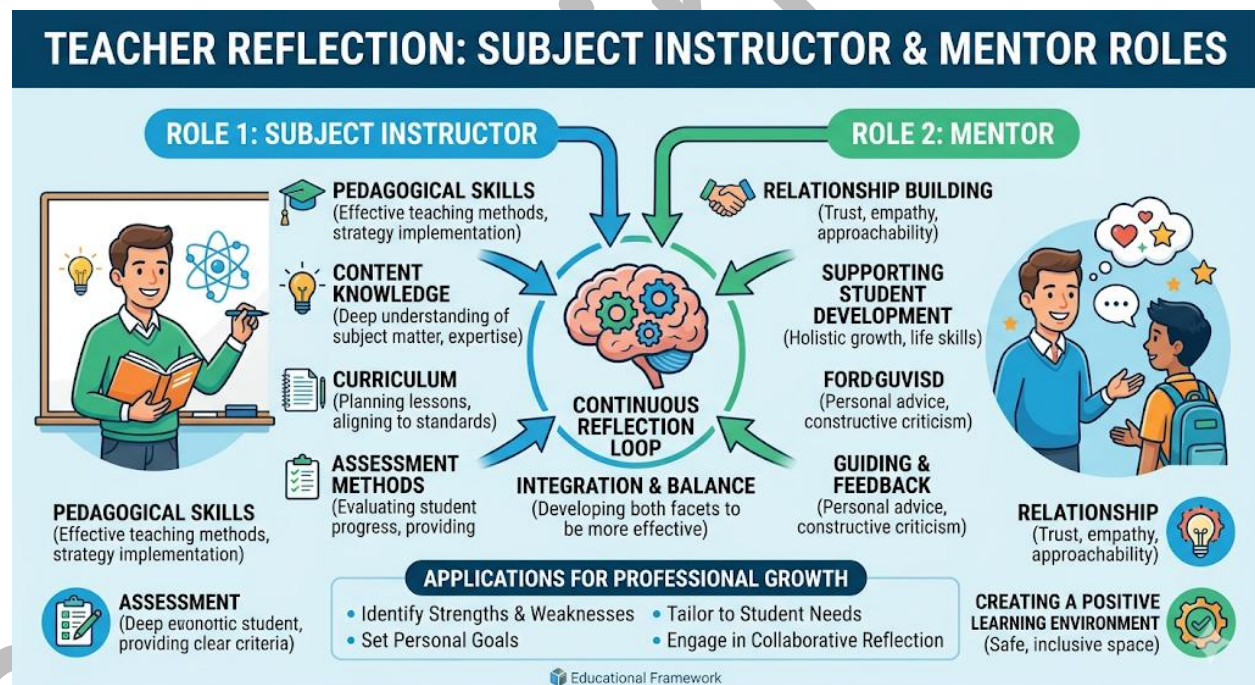
2.1 Thinking Patterns Of Staff And Students

2.1.1 How staff think about their roles and responsibilities

Staff in educational organisations often develop **thinking patterns**, which are habitual ways of perceiving and interpreting their roles. These patterns influence how teachers and other personnel approach their duties. For example, some staff may think of their role primarily as delivering subject content, while others may see it as nurturing learners holistically. Such thinking shapes their behaviour in the classroom and their interactions with colleagues.

Fill in the blank: Staff thinking patterns influence how they approach their _____ and interact with colleagues.

Diagram showing staff thinking about teaching and responsibilities.
Figure 2.1: Staff thinking patterns in educational organisations



“Create a diagram showing teachers reflecting on their roles as subject instructors and mentors.”
Search string: “staff thinking patterns in education diagram OER”

2.1.2 How students think about learning and discipline

Students also develop thinking patterns that affect their behaviour. Their perceptions of learning may range from seeing education as a pathway to success to viewing it as a compulsory activity. Similarly,



their thoughts about discipline influence how they respond to rules and authority. Positive thinking patterns encourage motivation and respect, while negative ones may lead to resistance or disengagement.

Fill in the blank: Students' thinking patterns about _____ influence how they respond to rules and authority.

Box 2.1: Examples of student thinking patterns
A student's mindset significantly influences their academic success and behavior. Here is a summary of positive and negative student thinking patterns related to learning and discipline, followed by key considerations for navigating them.

Student Thinking Patterns: Learning & Discipline Summary

Positive Thinking Patterns

- **Growth Mindset:** Believing that intelligence and abilities can be developed through effort and learning, viewing challenges as opportunities.
- **Mastery Orientation:** Prioritizing learning and understanding material over merely achieving high grades, valuing knowledge acquisition for its own sake.
- **Internal Locus of Control:** Feeling in control of success and failure, attributing outcomes to personal effort and choices, which fosters accountability and agency.
- **Positive Self-Efficacy:** Confident in the ability to succeed at tasks, more likely to persist and tackle difficult work with a positive attitude.
- **Valuing Education:** Understanding the importance and long-term benefits of learning, motivated by a desire to gain knowledge and skills for the future.
- **Prosocial Discipline:** Viewing rules and discipline as fair, constructive, and necessary for creating a respectful and effective learning community.
- **Growth-Oriented Accountability:** Seeing discipline as a means to learn from mistakes, taking responsibility for actions, and aiming for improvement rather than simply avoiding punishment.

Negative Thinking Patterns

- **Fixed Mindset:** Believing that intelligence and abilities are innate and cannot be changed, fearing failure and avoiding challenges that might reveal weaknesses.
- **Performance Orientation:** Prioritizing high grades and demonstrating competence over genuine learning, often leading to a fear of taking risks or making mistakes.
- **External Locus of Control:** Feeling that success or failure is determined by external factors (e.g., luck, teacher bias), leading to feelings of helplessness and a lack of accountability.



- **Negative Self-Efficacy:** Lacking confidence in the ability to succeed, easily discouraged by setbacks, and more likely to give up or avoid effortful tasks.
- **Devaluing Education:** Questioning the relevance and importance of school, leading to low motivation, disengagement, and a lack of investment in learning.
- **Anti-Social Discipline:** Viewing rules and discipline as arbitrary, unfair, punitive, and disconnected from genuine learning or community well-being.
- **Blame-Oriented Defensiveness:** Seeing discipline as an attack, deflecting responsibility, and focusing on perceived injustices rather than acknowledging personal mistakes and seeking improvement.

Navigating Thinking Patterns: Key Considerations

Understanding these diverse thinking patterns is crucial for fostering positive learning and disciplinary outcomes. Here are key strategies for navigating them effectively:

- **Promote a Growth Mindset:** Explicitly teach students about the concept of growth mindset, highlighting that effort and learning lead to development. Praise effort and strategy, not just intelligence.
- **Encourage Mastery Orientation:** Shift the focus from grades to learning. Offer opportunities for re-doing work, emphasize understanding over memorization, and connect learning to real-world applications.
- **Foster an Internal Locus of Control:** Help students see the link between their actions and outcomes. Give them choices and responsibilities, involve them in goal setting, and provide feedback that connects success to specific efforts.
- **Build Positive Self-Efficacy:** Provide opportunities for success, scaffold challenging tasks, and offer encouraging feedback. Help students identify their strengths and celebrate their progress.
- **Cultivate Value for Education:** Make learning meaningful and relevant to students' lives. Show how education can empower them, help them achieve their goals, and connect them to a wider community.
- **Develop a Positive Discipline Culture:** Implement fair and consistent discipline practices that are focused on teaching, restoring relationships, and encouraging positive behavior rather than pure punishment.
- **Encourage Restorative Justice:** Use restorative approaches that focus on repairing harm, promoting accountability, and helping students learn from mistakes rather than simply punishing them.



By actively addressing and reframing negative thinking patterns while cultivating positive ones, educators can create a more supportive and empowering learning environment that fosters student growth, engagement, and responsible behavior.

Pilot questions 2.1

- Which of the following best describes staff thinking patterns?
 - Habitual ways of perceiving and interpreting roles
 - Physical infrastructure of schools
 - Financial management of resources
 - Curriculum design
- Fill in the blank: Staff thinking patterns influence how they approach their _____.
- Which of the following is a positive student thinking pattern?
 - Viewing education as a pathway to success
 - Seeing learning as compulsory without value
 - Resisting authority
 - Ignoring discipline
- Fill in the blank: Students' thinking patterns about discipline influence how they respond to _____.
- Why are thinking patterns important in educational organisations?
 - They shape behaviour and interactions
 - They eliminate curriculum content
 - They prevent student participation
 - They replace administration

2.2 Behavioural Attitudes In Educational Organisations

2.2.1 Attitudes of staff towards teaching and collaboration

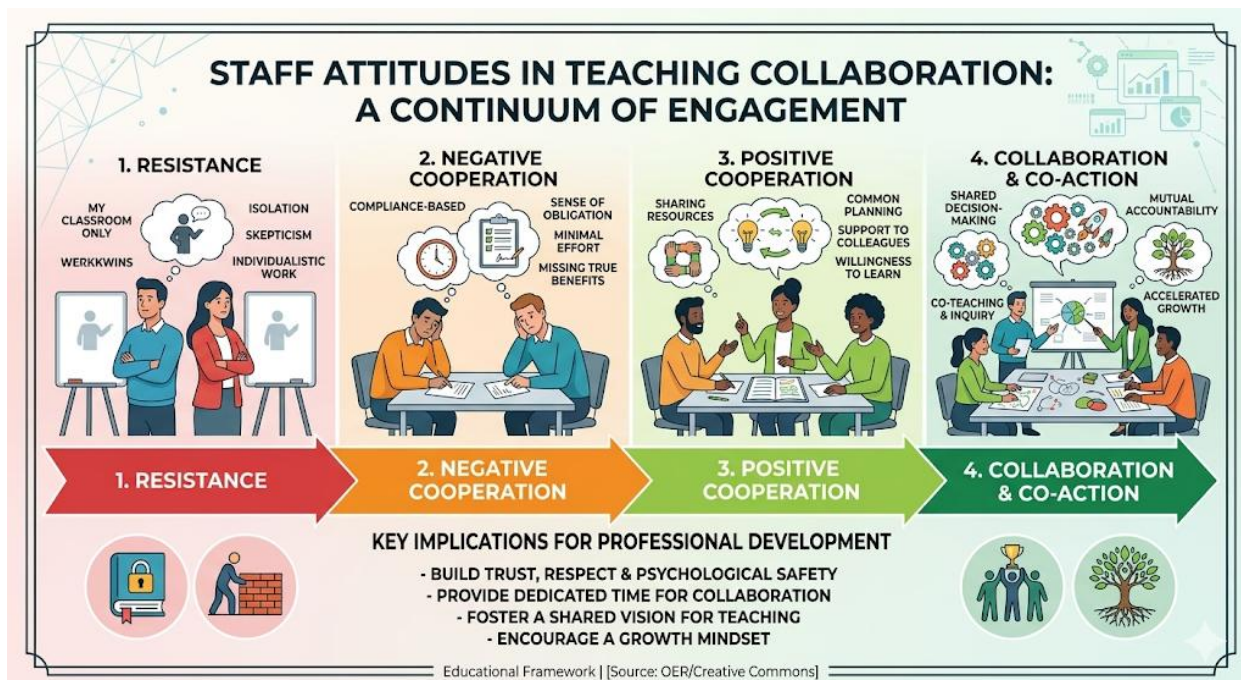
Staff attitudes reflect their mindset and disposition towards their work. Positive attitudes such as enthusiasm for teaching, willingness to collaborate, and respect for organisational rules foster a supportive learning environment. Negative attitudes, such as indifference or resistance to teamwork, can hinder progress and reduce morale.

Fill in the blank: Positive staff attitudes such as enthusiasm and _____ foster a supportive learning environment.

Diagram showing staff attitudes towards teaching and collaboration.

Figure 2.2: Staff attitudes in educational organisations





2.2.2 Attitudes of students towards learning and peer interaction

Students' attitudes towards learning determine their level of engagement and achievement. Positive attitudes include curiosity, motivation, and respect for peers, while negative attitudes may manifest as apathy, disruption, or hostility. Schools often encourage positive attitudes through counselling, mentorship, and discipline policies.

Fill in the blank: Students' positive attitudes include curiosity, motivation, and respect for _____.

Box 2.2: Examples of student attitudes

Category	Positive Attitudes (Enablers)	Negative Attitudes (Barriers)
Approach to Learning	Curiosity & Agency: Viewing new topics as puzzles to solve; taking ownership of the learning process.	Apathy & Compliance: Seeing school as a series of hoops to jump through; doing the bare minimum to pass.
Resilience	Persistence: Understanding that "not knowing" is a temporary state; viewing mistakes as data for improvement.	Fragility: Feeling defeated by initial failure; equating a lack of immediate



Category	Positive Attitudes (Enablers)	Negative Attitudes (Barriers)
		understanding with a lack of "natural" ability.
Peer Interaction	Collaborative Spirit: Recognizing that explaining a concept to a peer reinforces one's own mastery; valuing diverse perspectives.	Competitive or Reclusive: Viewing peers as rivals for grades or "distractions" to be avoided; fear of looking "stupid" in front of others.
Social Learning	Empathy & Support: Actively listening and offering constructive feedback; feeling safe to ask for help.	Social Comparison: Focusing on how one's performance ranks against others, leading to either arrogance or shame.

Pilot questions 2.2

- Which of the following is a positive staff attitude?
 a) Enthusiasm for teaching
 b) Indifference to teamwork
 c) Resistance to rules
 d) Hostility towards colleagues
- Fill in the blank: Positive staff attitudes foster a _____ learning environment.
- Which of the following is a positive student attitude?
 a) Curiosity
 b) Motivation
 c) Respect for peers
 d) All of the above
- Fill in the blank: Negative student attitudes may manifest as apathy, disruption, or _____.
- Why are attitudes important in educational organisations?
 a) They influence engagement and achievement
 b) They eliminate curriculum content



- c) They prevent administration
d) They replace discipline

2.3 Predicting Potential Behaviours

2.3.1 Methods of anticipating staff behaviour

Predicting staff behaviour involves observing patterns of thought and action. Administrators can anticipate how staff will respond to new policies, workloads, or changes by analysing past behaviour. This helps in planning interventions and ensuring smooth organisational functioning.

Fill in the blank: Predicting staff behaviour involves observing patterns of _____ and action.

2.3.2 Approaches to forecasting student behaviour

Forecasting student behaviour requires understanding their attitudes, motivations, and past conduct. Teachers and administrators can use classroom observations, performance records, and disciplinary history to anticipate likely outcomes. This allows proactive measures to be taken to maintain order and encourage positive behaviour.

Fill in the blank: Forecasting student behaviour requires understanding their attitudes, motivations, and past _____.

Table 2.1: Methods of predicting staff and student behaviour

Focus Area	Methods and Approaches	Key Considerations & Limitations
Predicting Staff Behavior	Performance Appraisals & Reviews: Analyzing historical performance data, supervisor ratings, and self-evaluations to predict future effectiveness and engagement.	Subjectivity in ratings; focus may be on past rather than potential; requires consistent, fair implementation.
	Surveys & Feedback (Climate/Culture): Assessing job satisfaction, morale, perceptions of leadership, and organizational commitment. High satisfaction often correlates with retention and positive behavior.	Responses may not reflect true feelings due to social desirability bias; requires anonymity and trust.



Focus Area	Methods and Approaches	Key Considerations & Limitations
	Personality & Aptitude Assessments: Using validated psychometric tools during hiring or development to understand traits like conscientiousness, adaptability, and emotional intelligence.	Must be job-relevant and legally defensible; personality is complex and not always predictive of specific behaviors in all situations.
	Attendance & Leave Data Analysis: Reviewing patterns of absenteeism or consistent use of leave, which can indicate disengagement, burnout, or health issues.	Requires careful interpretation; high leave isn't always negative (e.g., family leave, approved professional development).
	Professional Development Engagement: Tracking participation and enthusiasm for training opportunities, which can signal motivation, growth mindset, and future career trajectory.	Doesn't account for quality of training or relevance; participation may be mandated, blurring motivation signals.
Forecasting Student Behavior	Predictive Analytics (Early Warning Systems): Using historical data (grades, attendance, behavior referrals, demographics) to identify students at risk of academic failure or dropout.	Models are only as good as the underlying data; risk of labeling and stigmatization if not used ethically and with intervention.
	Formative Assessments & Learning Analytics: Analyzing ongoing student work, quiz scores, and engagement with digital learning platforms to predict performance on summative assessments.	Requires effective data visualization and interpretation by educators; may focus heavily on academic performance rather than holistic behavior.
	Behavior Intervention Plans (BIPs) Data: Reviewing progress data from students with	Focuses on specific, identified behaviors; requires rigorous and



Focus Area	Methods and Approaches	Key Considerations & Limitations
	established BIPs, tracking the frequency and intensity of specific behaviors over time.	consistent data collection; may not capture broader behavioral shifts.
	Attendance & Tardy Records: Analyzing patterns of attendance, as chronic absenteeism is a strong predictor of academic and social-emotional challenges.	Attendance can be influenced by many factors beyond student choice (health, transportation, family issues); requires contextual understanding.
	Social-Emotional Learning (SEL) Screeners: Using brief, validated questionnaires to assess students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Requires careful selection of screeners and ethical implementation; should guide support, not replace educator judgment or deeper assessment.

Pilot questions 2.3

- Which of the following helps administrators predict staff behaviour?
 - Analysing past behaviour
 - Ignoring staff conduct
 - Avoiding staff interaction
 - Eliminating rules
- Fill in the blank: Predicting staff behaviour involves observing patterns of _____.
- Which of the following is a method of forecasting student behaviour?
 - Classroom observations
 - Performance records
 - Disciplinary history
 - All of the above
- Fill in the blank: Forecasting student behaviour requires understanding their attitudes, motivations, and past _____.



5. Why is predicting behaviour important in educational organisations?
- It helps plan interventions
 - It eliminates curriculum content
 - It prevents student participation
 - It replaces administration

2.4 Implications Of Human Resources' Behaviour

2.4.1 Effects of behaviour on organisational climate

Human resources' behaviour shapes the organisational climate, which refers to the overall atmosphere and culture of the institution. Positive behaviour fosters cooperation, trust, and motivation, while negative behaviour can lead to conflict, mistrust, and low morale.

Fill in the blank: Positive behaviour fosters cooperation, trust, and _____.

2.4.2 Influence on teaching, learning, and achievement of goals

The behaviour of staff and students directly influences teaching quality, learning outcomes, and the achievement of organisational goals. When staff demonstrate professionalism and students show commitment, the institution thrives. Conversely, poor behaviour undermines effectiveness and hinders progress.

Fill in the blank: The behaviour of staff and students directly influences teaching quality, learning outcomes, and achievement of _____.

Box 2.3: Implications of human resources' behaviour

Behaviour Type	Key Behaviours	Effects on Organisational Climate	Effects on Educational Effectiveness
Staff Behaviour	Positive: Collaborative, Supportive, Reflective, Committed, Respectful, Professional.	Positive Climate: High morale, Trust, Shared vision, Psychological safety, Open communication, Continuous learning.	High Effectiveness: Innovative teaching, Increased student engagement, Better achievement, Efficient resource use, Staff retention.



Behaviour Type	Key Behaviours	Effects on Organisational Climate	Effects on Educational Effectiveness
	Negative: Isolated, Defensive, Combative, Unmotivated, Disrespectful, Unprofessional.	Negative Climate: Low morale, Distrust, Conflict, Fear, Silos, Resistance to change, Burnout.	Low Effectiveness: Stagnant pedagogy, Lower achievement, Resource inefficiency, High staff turnover, Decreased student satisfaction.
Student Behaviour	Positive: Engaged, Respectful, Cooperative, Responsible, Punctual, Motivated.	Positive Climate: Conducive to learning, Safe, Orderly, Collaborative atmosphere, Mutual respect.	High Effectiveness: Active learning, Improved academic outcomes, Positive development, Enhanced teacher-student relationships.
	Negative: Disengaged, Disruptive, Disrespectful, Uncooperative, Truant, Aggressive.	Negative Climate: Stressful, Chaotic, Unsafe, Interruptions, Focus on discipline rather than learning.	Low Effectiveness: Lower academic performance, Wasted instruction time, Negative social-emotional impact, Strained relationships.

”

Pilot questions 2.4

- Which of the following best describes organisational climate?
 - The overall atmosphere and culture of the institution
 - The physical infrastructure of schools
 - The financial management of resources
 - The curriculum design
- Fill in the blank: Positive behaviour fosters cooperation, trust, and _____.
- Which of the following influences teaching and learning outcomes?
 - Staff professionalism



- b) Student commitment
 - c) Both a and b
 - d) None of the above
4. Fill in the blank: Poor behaviour undermines effectiveness and hinders _____.
5. Why is human resources' behaviour important in educational organisations?
- a) It determines organisational climate and effectiveness
 - b) It eliminates curriculum content
 - c) It prevents administration
 - d) It replaces discipline

Series Summary

This Series focused on human resources' behaviour in educational settings, emphasising how staff and students think, act, and interact. We began by examining the thinking patterns of staff and students, showing how perceptions shape behaviour. Then we explored behavioural attitudes, highlighting the importance of positive dispositions towards teaching, collaboration, learning, and peer interaction. Following that, we studied methods of predicting potential behaviours, demonstrating how administrators and teachers can anticipate conduct to maintain order and encourage positive outcomes. Finally, we evaluated the implications of human resources' behaviour, linking it to organisational climate, teaching quality, learning outcomes, and achievement of goals.

By completing this Series, you should now be able to analyse thinking patterns (SLO 2.1), explain staff attitudes (SLO 2.2), describe student attitudes (SLO 2.3), demonstrate how to predict potential behaviours (SLO 2.4), and evaluate the implications of human resources' behaviour for organisational climate and effectiveness (SLO 2.5).

Glossary of Terms

- **Attitudes:** Dispositions or mindsets that influence how staff and students approach tasks, learning, and interactions.
- **Behaviour:** The actions, attitudes, and interactions of individuals and groups within an organisation.
- **Forecasting behaviour:** Approaches used to anticipate how students are likely to act based on past conduct and attitudes.
- **Organisational climate:** The overall atmosphere and culture of an institution shaped by human resources' behaviour.
- **Predicting behaviour:** Methods used to anticipate staff conduct by analysing patterns of thought and action.



- **Thinking patterns:** Habitual ways of perceiving and interpreting roles, responsibilities, learning, and discipline.

Concept Check Questions [Series 2]

Objective questions

1. Which of the following best describes staff thinking patterns? (Linked to SLO 2.1)
 - a) Habitual ways of perceiving and interpreting roles
 - b) Physical infrastructure of schools
 - c) Financial management of resources
 - d) Curriculum design
2. Which of the following is a positive staff attitude? (Linked to SLO 2.2)
 - a) Enthusiasm for teaching
 - b) Indifference to teamwork
 - c) Resistance to rules
 - d) Hostility towards colleagues
3. Which of the following is a positive student attitude? (Linked to SLO 2.3)
 - a) Curiosity
 - b) Motivation
 - c) Respect for peers
 - d) All of the above
4. Which of the following helps administrators predict staff behaviour? (Linked to SLO 2.4)
 - a) Analysing past behaviour
 - b) Ignoring staff conduct
 - c) Avoiding staff interaction
 - d) Eliminating rules
5. Which of the following best describes organisational climate? (Linked to SLO 2.5)
 - a) The overall atmosphere and culture of the institution
 - b) The physical infrastructure of schools
 - c) The financial management of resources
 - d) The curriculum design

Short-answer questions

6. Define thinking patterns in educational organisations. (Linked to SLO 2.1)
7. State one positive staff attitude towards teaching. (Linked to SLO 2.2)
8. Give one example of a positive student attitude towards learning. (Linked to SLO 2.3)
9. Mention one method of forecasting student behaviour. (Linked to SLO 2.4)



10. Explain why human resources' behaviour is important for organisational climate. (Linked to SLO 2.5)

Long-answer questions

11. Analyse the thinking patterns of staff and students, explaining how they influence behaviour in educational organisations. (Linked to SLO 2.1)
12. Evaluate the implications of staff and student attitudes for teaching, learning, and organisational effectiveness. (Linked to SLO 2.2, SLO 2.3, SLO 2.5)
-

Answers to Concept Check Questions [Series 2]

Objective questions

1. a
2. a
3. d
4. a
5. a

Short-answer questions

6. Thinking patterns are habitual ways of perceiving and interpreting roles, responsibilities, learning, and discipline.
7. Enthusiasm for teaching.
8. Curiosity or motivation.
9. Classroom observations or disciplinary history.
10. Human resources' behaviour shapes the atmosphere, trust, and effectiveness of the organisation.

Long-answer questions

11. *Basic response:* Staff thinking patterns influence how they approach teaching, while student thinking patterns affect their engagement and discipline. Together, these patterns shape behaviour in educational organisations.
- Value-added response:* Staff who think of their role as nurturing learners foster collaboration and respect, while students who view learning as valuable show motivation and discipline. These combined thinking patterns create a positive organisational culture.



12. *Basic response*: Positive staff and student attitudes promote effective teaching and learning, while negative attitudes hinder progress. *Value-added response*: Staff enthusiasm and collaboration, combined with student curiosity and respect, enhance organisational effectiveness. Conversely, indifference or hostility reduces morale and achievement. Recognising these attitudes allows administrators to design interventions that strengthen organisational climate.
-

Answers to Pilot Questions [Series 2]

Part 2.1

1. a
2. duties
3. a
4. authority
5. a

Part 2.2

1. a
2. supportive
3. d
4. hostility
5. a

Part 2.3

1. a
2. thought
3. d
4. conduct
5. a

Part 2.4

1. a
2. motivation



3. c
4. progress
5. a

References and Attributions [Series 2]

- Course materials: EDM 102, *Introduction to Management and Human Resources' Behaviours in Organisations*.
- Suggested illustration prompts:
 - *Figure 2.1: Staff thinking patterns*. AI prompt: "Create a diagram showing teachers reflecting on their roles as subject instructors and mentors."
 - *Box 2.1: Student thinking patterns*. AI prompt: "Generate a summary box listing positive and negative student thinking patterns about learning and discipline."
 - *Figure 2.2: Staff attitudes*. AI prompt: "Create a diagram showing teachers collaborating positively versus resisting teamwork."
 - *Box 2.2: Student attitudes*. AI prompt: "Generate a summary box listing positive and negative student attitudes towards learning and peer interaction."
 - *Table 2.1: Predicting staff and student behaviour*. AI prompt: "Create a table listing methods of predicting staff behaviour and approaches to forecasting student behaviour."
 - *Box 2.3: Implications of human resources' behaviour*. AI prompt: "Generate a summary box showing effects of staff and student behaviour on organisational climate and educational effectiveness."
- Suggested search strings for OER sourcing:
 - "staff thinking patterns in education diagram OER"
 - "student thinking patterns education OER"
 - "staff attitudes teaching collaboration diagram OER"
 - "student attitudes learning peer interaction OER"
 - "predicting staff and student behaviour table OER"
 - "implications of human resources behaviour education OER"



3 Administrative Theory And Practice In Education

Series Outline

3.1 Foundations of administrative theory

- Definition of **administration** in education
- Historical development of administrative theory
- Key principles guiding administrative practice

3.2 Classical and modern approaches to administration

- Classical theories: scientific management, bureaucracy, and administrative principles
- Modern approaches: human relations, systems theory, and contingency models

3.3 Application of administrative theory in educational practice

- How theories guide decision-making and leadership
- Practical examples of administration in schools and educational organisations

3.4 Challenges and prospects of educational administration

- Common challenges in applying administrative theory
- Emerging trends and future prospects for effective administration

Introduction

In the last Series, we examined human resources' behaviour in educational settings, focusing on how staff and students think, act, and interact, and how their behaviour influences organisational effectiveness. Building on that, this Series introduces you to administrative theory and practice in education, which provides the framework for managing people, processes, and resources in schools and other educational organisations.

The aim of this Series is to equip you with knowledge of foundational administrative theories, explain both classical and modern approaches, demonstrate how these theories are applied in educational practice, and evaluate the challenges and prospects of administration in education.

We shall commence this Series by exploring the foundations of administrative theory, including its definition, historical development, and guiding principles. Next, we will examine classical and modern approaches to administration, comparing their relevance to education. Following that, we



will study how administrative theories are applied in practice, focusing on decision-making and leadership in schools. Finally, we will conclude by evaluating the challenges and prospects of educational administration, considering emerging trends and future directions.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1** define administration in education and explain the foundations of administrative theory,
- **SLO 3.2** describe classical approaches to administration and their relevance to education,
- **SLO 3.3** analyse modern approaches to administration, including human relations and systems theory,
- **SLO 3.4** demonstrate how administrative theories are applied in educational practice, and
- **SLO 3.5** evaluate the challenges and prospects of educational administration in contemporary contexts.

3.1 Foundations Of Administrative Theory

3.1.1 Definition of administration in education

Administration in education refers to the process of planning, organising, directing, and controlling resources and activities to achieve the goals of an educational institution. It involves coordinating human and material resources to ensure effective teaching, learning, and overall organisational success.

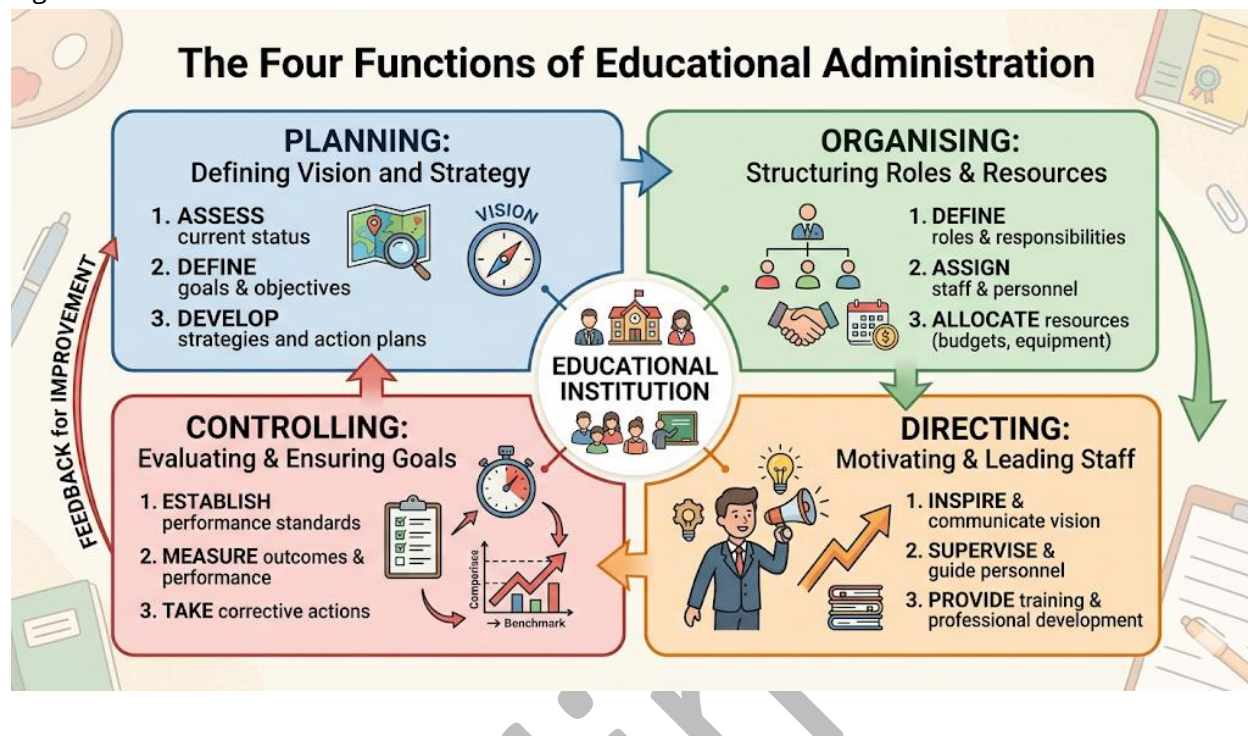
Fill in the blank: Administration in education refers to the process of planning, organising, directing, and _____ resources and activities.

[Insert Figure here]

Diagram showing the functions of administration in education.



Figure 3.1: Core functions of educational administration



3.1.2 Historical development of administrative theory

Administrative theory has evolved over time, beginning with early management practices in the industrial age. In education, administrative theory developed as schools grew larger and more complex, requiring systematic approaches to organisation. Early theories emphasised efficiency and control, while later developments incorporated human relations and systems thinking.

Fill in the blank: Early administrative theories emphasised _____ and control, while later ones incorporated human relations.

Box 3.1: Historical stages of administrative theory

Stage	Core Focus	Key Characteristics
Early Efficiency Focus	The Machine Model	Centered on scientific management (Taylorism) and bureaucracy. It emphasizes standardizing tasks, clear hierarchies, and "one best way" to perform administrative duties to maximize output and minimize waste.



Stage	Core Focus	Key Characteristics
Human Relations	The People Model	Shifted attention to the social and psychological factors of the workplace. It highlights the importance of staff morale, informal group dynamics, and participative leadership in improving institutional effectiveness.
Systems Thinking	The Holistic Model	Views educational institutions as complex, interrelated parts (subsystems) that must work together. It considers how external environments (policy, community, economy) influence internal school operations.

3.1.3 Key principles guiding administrative practice

Key principles of educational administration include clarity of purpose, division of labour, unity of command, and accountability. These principles ensure that administrators can manage resources effectively and maintain order within the institution. They also provide a framework for decision-making and leadership.

Fill in the blank: Key principles of educational administration include clarity of purpose, division of labour, unity of command, and _____.

Table 3.1: Key principles of educational administration

Principle	Brief Explanation
Shared Responsibility	Administration is a collaborative effort involving teachers, staff, students, and parents rather than a solo endeavor by a principal or dean.
Flexibility	Rules and procedures must be adaptable to meet the changing needs of the students and the specific environment of the institution.
Efficiency	The optimal use of human, financial, and physical resources to achieve the best possible educational outcomes with minimal waste.



Principle	Brief Explanation
Professional Growth	A commitment to the continuous training and development of staff to keep pace with new pedagogical and technological trends.
Equality & Justice	Ensuring that all administrative decisions are fair, transparent, and provide equal opportunities for all members of the academic community.
Goal Orientation	Every administrative action must align with the mission and vision of the school, prioritizing the academic and personal growth of learners.

Pilot questions 3.1

- Which of the following best defines administration in education?
 - Financial management of resources only
 - Planning, organising, directing, and controlling resources and activities
 - Curriculum design alone
 - Physical infrastructure management
- Fill in the blank: Administration in education involves coordinating human and _____ resources.
- Which of the following was emphasised in early administrative theories?
 - Efficiency and control
 - Human relations
 - Systems thinking
 - Motivation
- Fill in the blank: Later administrative theories incorporated _____ relations and systems thinking.
- Which of the following is a key principle of educational administration?
 - Unity of command
 - Accountability
 - Division of labour
 - All of the above

3.2 Classical And Modern Approaches To Administration

3.2.1 Classical theories of administration

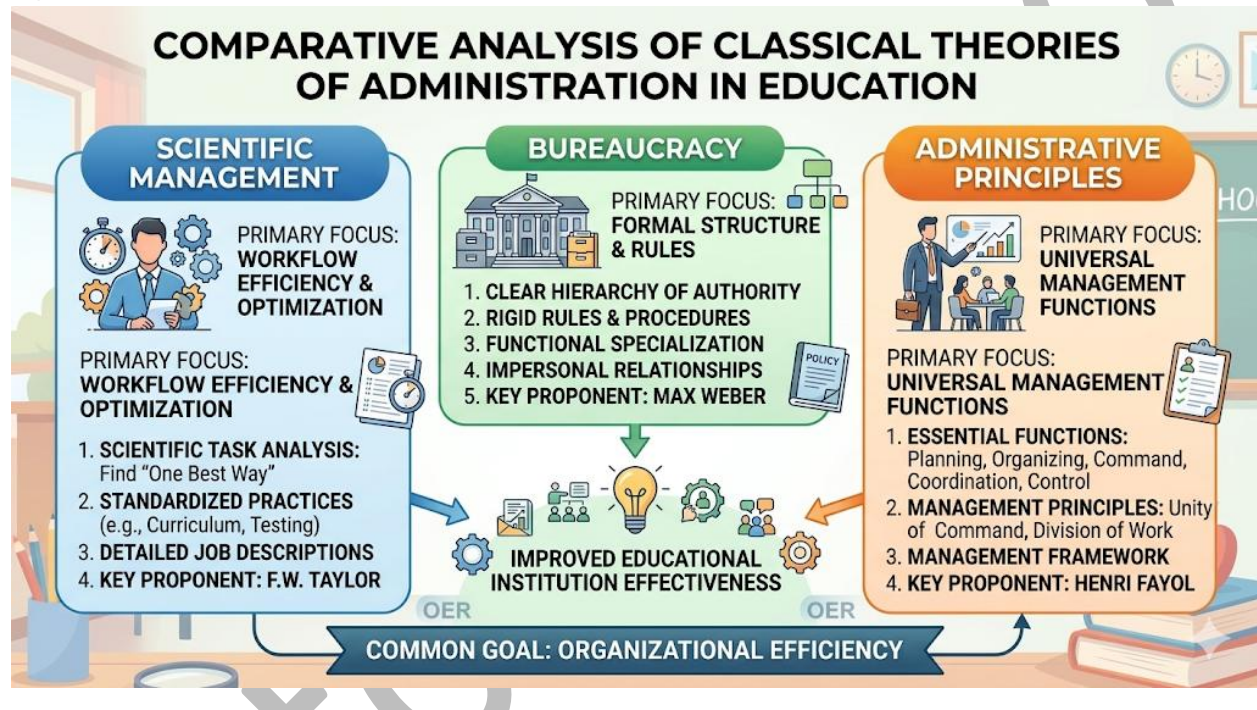


Classical theories emphasised structure, efficiency, and control. **Scientific management** focused on task optimisation and productivity. **Bureaucratic theory** stressed rules, hierarchy, and authority. **Administrative principles** highlighted planning, organising, and coordination. These approaches provided order but often overlooked human needs.

Fill in the blank: Classical theories of administration emphasised structure, efficiency, and _____.

Diagram comparing scientific management, bureaucracy, and administrative principles.

Figure 3.2: Classical theories of administration



3.2.2 Modern approaches to administration

Modern approaches shifted focus towards people and adaptability. **Human relations theory** emphasised motivation, communication, and employee satisfaction. **Systems theory** viewed organisations as interconnected parts working together. **Contingency theory** argued that administrative practices depend on specific situations. These approaches highlight flexibility and responsiveness in education.

Fill in the blank: Modern approaches to administration emphasised motivation, communication, and _____ satisfaction.

Box 3.2: Modern approaches to administration



Approach	Core Concept	Key Characteristics
Human Relations	The People Focus	Emphasizes the social and psychological factors of the workplace. Highlights communication, group dynamics, motivation, and morale as key drivers of institutional effectiveness. Views teachers and staff as vital human assets rather than components of a machine.
Systems Theory	The Holistic View	Views educational institutions as complex, open systems with interrelated parts (subsystems like departments, staff, curriculum). Recognizes that changes in one area affect the entire system and considers the influence of the external environment (policy, community, economy).
Contingency Theory	The Situational View	Rejects the "one best way" to manage. Argues that the most effective administrative leadership style and organizational structure depend heavily on the specific context and internal/external variables of the school environment.

Pilot questions 3.2

- Which of the following is a classical theory of administration?
 - Scientific management
 - Bureaucracy
 - Administrative principles
 - All of the above
- Fill in the blank: Classical theories emphasised structure, efficiency, and _____.
- Which of the following is a modern approach to administration?
 - Human relations theory
 - Systems theory
 - Contingency theory
 - All of the above



4. Fill in the blank: Modern approaches emphasised motivation, communication, and _____ satisfaction.
5. Why are modern approaches important in education?
 - a) They highlight flexibility and responsiveness
 - b) They eliminate curriculum content
 - c) They prevent administration
 - d) They replace discipline

3.3 Application Of Administrative Theory In Educational Practice

3.3.1 Theories guiding decision-making and leadership

Administrative theories provide frameworks for decision-making and leadership. Classical theories guide structure and efficiency, while modern theories emphasise motivation and adaptability. In schools, administrators use these theories to balance discipline with encouragement, ensuring effective management.

Fill in the blank: Administrative theories provide frameworks for _____ and leadership.

3.3.2 Practical examples of administration in schools

Examples of administrative practice include timetabling, resource allocation, staff supervision, and student discipline. These tasks reflect both classical principles of organisation and modern approaches that consider human needs. Effective administrators integrate theory with practice to achieve educational goals.

Fill in the blank: Practical examples of administration in schools include timetabling, resource allocation, staff supervision, and student _____.

Table 3.2: Examples of administrative practice in schools

Administrative Practice	Classical Theory Link (Efficiency & Structure)	Modern Theory Link (People, Systems & Context)
Lesson Planning & Curriculum Implementation	Scientific Management (Taylorism): Focuses on standardizing the curriculum and teaching methods ("one best way") to ensure consistency and efficiency in instruction. May	Human Relations / Systems Thinking: Emphasizes teacher autonomy in designing engaging lessons, professional development for effective pedagogy, and understanding how different



Administrative Practice	Classical Theory Link (Efficiency & Structure)	Modern Theory Link (People, Systems & Context)
	prioritize teacher adherence to prescribed content.	curricular areas connect and influence student learning.
Teacher & Staff Supervision	Bureaucracy / Administrative Principles: Relies on clear hierarchies, formal evaluations against set criteria, and downward communication for instructions and corrections. Aims to ensure compliance and accountability.	Human Relations / Contingency Theory: Highlights participative leadership, providing supportive feedback and coaching, fostering professional growth, and tailoring supervision styles to individual teacher needs and experience levels.
Student Discipline & Code of Conduct	Bureaucracy / Scientific Management: Enforces standardized rules, objective penalties for infractions, and clear chains of authority for disciplinary action. Prioritizes maintaining order and uniformity.	Systems Thinking / Human Relations: Understands discipline within the broader context of student well-being, social-emotional learning, and restorative justice practices. Focuses on relationships and understanding the root causes of behavior.
Financial Management & Budgeting	Bureaucracy / Administrative Principles: Follows strict financial procedures, formal approval processes, and detailed record-keeping. Focuses on control, accountability, and avoiding resource waste.	Systems Thinking / Contingency Theory: Recognizes budgeting as a strategic tool to support educational goals, considers how different departments affect the overall system, and adapts spending to meet changing priorities and external factors.



Administrative Practice	Classical Theory Link (Efficiency & Structure)	Modern Theory Link (People, Systems & Context)
Parent & Community Engagement	Bureaucracy / Scientific Management: Often formalized and restricted to specific events or channels. May focus on informing parents about policies or decisions made by the school administration, treating them as external stakeholders.	Systems Thinking / Human Relations: Views parents and community as vital components of the school system (open system model), encouraging active participation, collaboration, and building authentic relationships to support student success.

Pilot questions 3.3

- Which of the following is guided by administrative theory?
 - Decision-making
 - Leadership
 - Both a and b
 - None of the above
- Fill in the blank: Administrative theories provide frameworks for _____.
- Which of the following is a practical example of administration in schools?
 - Timetabling
 - Resource allocation
 - Staff supervision
 - All of the above
- Fill in the blank: Effective administrators integrate theory with _____ to achieve goals.
- Why is application of theory important in educational administration?
 - It ensures effective management
 - It eliminates curriculum content
 - It prevents student participation
 - It replaces teaching

3.4 Challenges And Prospects Of Educational Administration

3.4.1 Common challenges in applying administrative theory



Challenges include resistance to change, limited resources, and balancing efficiency with human needs. Administrators often struggle to apply theories consistently due to contextual differences in schools. These challenges require creativity and adaptability.

Fill in the blank: Common challenges in applying administrative theory include resistance to change and limited _____.

3.4.2 Emerging trends and future prospects

Emerging trends include participatory leadership, technology integration, and emphasis on inclusivity. Future prospects suggest that administrators will increasingly rely on flexible approaches that combine classical structure with modern responsiveness. This ensures relevance in dynamic educational environments.

Fill in the blank: Emerging trends in educational administration include participatory leadership and technology _____.

Box 3.3: Challenges and prospects of educational administration

Category	Specific Areas	Description
Challenges	Resource Constraints	Managing with limited budgets, aging infrastructure, and competing priorities for financial allocation.
	Technological Integration	Adapting to rapid advancements in educational technology (EdTech), ensuring equitable access, and providing professional development for effective use.
	Policy & Regulatory Compliance	Navigating complex and changing educational policies, standards, and legal requirements.
	Diverse Learner Needs	Supporting an increasingly diverse student population with varied cultural backgrounds, learning abilities, and socio-economic challenges.



Category	Specific Areas	Description
	Workforce Management	Recruiting, developing, and retaining high-quality teachers and staff; managing personnel relations.
	Community & Stakeholder Engagement	Building and maintaining trust with parents, community leaders, and external partners; managing differing expectations.
	Change Management	Effectively leading and implementing institutional change initiatives, overcoming resistance to new approaches.
Prospects	Innovation in Teaching & Learning	Leveraging new pedagogical approaches (e.g., personalized learning, project-based learning) and educational technologies.
	Professional Development & Leadership Growth	Fostering continuous learning and leadership opportunities for staff, building strong internal talent pipelines.
	Strategic Partnerships	Developing collaborative relationships with universities, businesses, and non-profits to enhance educational offerings and resources.
	Data-Informed Decision Making	Utilizing educational data analytics to improve student outcomes, resource allocation, and institutional effectiveness.



Category	Specific Areas	Description
	Inclusivity & Equity Focus	Actively working to create more inclusive and equitable learning environments for all students and staff.
	Enhanced Community Relevance	Aligning educational programs with the evolving needs of the workforce and the local community.
	Educational Leadership Development	Elevating the profile and quality of educational leadership as a key driver of institutional success.

Pilot questions 3.4

- Which of the following is a common challenge in applying administrative theory?
 - Resistance to change
 - Limited resources
 - Balancing efficiency with human needs
 - All of the above
- Fill in the blank: Administrators often struggle to apply theories consistently due to _____ differences in schools.
- Which of the following is an emerging trend in educational administration?
 - Participatory leadership
 - Technology integration
 - Inclusivity
 - All of the above
- Fill in the blank: Future prospects suggest administrators will increasingly rely on _____ approaches.
- Why are prospects important in educational administration?
 - They ensure relevance in dynamic environments
 - They eliminate curriculum content
 - They prevent administration
 - They replace discipline



Series Summary

This Series explored administrative theory and practice in education, providing a framework for managing people, processes, and resources in schools. We began by examining the foundations of administrative theory, including its definition, historical development, and guiding principles. Then we studied classical and modern approaches, comparing efficiency-focused models with people-centred and flexible approaches. Following that, we considered how administrative theories are applied in practice, looking at decision-making, leadership, and practical examples such as timetabling and resource allocation. Finally, we evaluated the challenges and prospects of educational administration, highlighting common difficulties and emerging trends such as participatory leadership and technology integration.

By completing this Series, you should now be able to define administration and explain its foundations (SLO 3.1), describe classical approaches (SLO 3.2), analyse modern approaches (SLO 3.3), demonstrate how theories are applied in practice (SLO 3.4), and evaluate challenges and prospects in educational administration (SLO 3.5).

Glossary of Terms

- **Administration:** The process of planning, organising, directing, and controlling resources and activities in education.
- **Administrative principles:** Core guidelines such as clarity of purpose, division of labour, unity of command, and accountability.
- **Bureaucratic theory:** A classical approach emphasising rules, hierarchy, and authority.
- **Contingency theory:** A modern approach suggesting that administrative practices depend on specific situations.
- **Human relations theory:** A modern approach focusing on motivation, communication, and employee satisfaction.
- **Scientific management:** A classical theory emphasising efficiency and task optimisation.
- **Systems theory:** A modern approach viewing organisations as interconnected parts working together.
- **Organisational climate:** The overall atmosphere and culture of an institution shaped by administrative practices.

Concept Check Questions [Series 3]

Objective questions



1. Which of the following best defines administration in education? (Linked to SLO 3.1)
 - a) Financial management of resources only
 - b) Planning, organising, directing, and controlling resources and activities
 - c) Curriculum design alone
 - d) Physical infrastructure management
2. Which of the following is a classical theory of administration? (Linked to SLO 3.2)
 - a) Scientific management
 - b) Bureaucracy
 - c) Administrative principles
 - d) All of the above
3. Which of the following is a modern approach to administration? (Linked to SLO 3.3)
 - a) Human relations theory
 - b) Systems theory
 - c) Contingency theory
 - d) All of the above
4. Which of the following is a practical example of administration in schools? (Linked to SLO 3.4)
 - a) Timetabling
 - b) Resource allocation
 - c) Staff supervision
 - d) All of the above
5. Which of the following is a common challenge in applying administrative theory? (Linked to SLO 3.5)
 - a) Resistance to change
 - b) Limited resources
 - c) Balancing efficiency with human needs
 - d) All of the above

Short-answer questions

6. Define administration in education. (Linked to SLO 3.1)
7. State one classical principle of administration. (Linked to SLO 3.2)
8. Mention one modern approach to administration. (Linked to SLO 3.3)
9. Give one example of administrative practice in schools. (Linked to SLO 3.4)
10. Explain one emerging trend in educational administration. (Linked to SLO 3.5)

Long-answer questions



11. Analyse the differences between classical and modern approaches to administration, highlighting their relevance to education. (Linked to SLO 3.2 and SLO 3.3)
 12. Evaluate the challenges and prospects of educational administration, explaining how administrators can adapt to future trends. (Linked to SLO 3.5)
-

Answers to Concept Check Questions [Series 3]

Objective questions

1. b
2. d
3. d
4. d
5. d

Short-answer questions

6. Administration in education is the process of planning, organising, directing, and controlling resources and activities to achieve institutional goals.
7. Unity of command.
8. Human relations theory.
9. Timetabling.
10. Technology integration.

Long-answer questions

11. *Basic response:* Classical approaches emphasise efficiency, structure, and control, while modern approaches focus on motivation, flexibility, and systems thinking.
Value-added response: In education, classical approaches help maintain order and structure, whereas modern approaches ensure responsiveness to human needs and changing contexts. Together, they provide a balanced framework for effective administration.
 12. *Basic response:* Challenges include resistance to change and limited resources, while prospects involve participatory leadership and inclusivity.
Value-added response: Administrators can adapt by combining classical principles with modern flexibility, embracing technology, and fostering inclusive practices. This ensures relevance and effectiveness in dynamic educational environments.
-



Answers to Pilot Questions [Series 3]

Part 3.1

1. b
2. material
3. a
4. human
5. d

Part 3.2

1. d
2. control
3. d
4. employee
5. a

Part 3.3

1. c
2. decision-making
3. d
4. practice
5. a

Part 3.4

1. d
2. contextual
3. d
4. flexible
5. a

References and Attributions [Series 3]



- Course materials: EDM 102, *Introduction to Management and Human Resources' Behaviours in Organisations*.
- Suggested illustration prompts:
 - *Figure 3.1*: Core functions of educational administration. AI prompt: “Create a diagram showing planning, organising, directing, and controlling as functions of educational administration.”
 - *Box 3.1*: Historical stages of administrative theory. AI prompt: “Generate a summary box listing stages of administrative theory: early efficiency focus, human relations, systems thinking.”
 - *Table 3.1*: Key principles of educational administration. AI prompt: “Create a table listing key principles of educational administration with brief explanations.”
 - *Figure 3.2*: Classical theories of administration. AI prompt: “Create a diagram comparing scientific management, bureaucracy, and administrative principles in administration.”
 - *Box 3.2*: Modern approaches to administration. AI prompt: “Generate a summary box listing human relations, systems theory, and contingency theory as modern approaches.”
 - *Table 3.2*: Examples of administrative practice in schools. AI prompt: “Create a table listing examples of administrative practice in schools with classical and modern theory links.”
 - *Box 3.3*: Challenges and prospects of educational administration. AI prompt: “Generate a summary box listing challenges and prospects of educational administration.”
- Suggested search strings for OER sourcing:
 - “functions of educational administration diagram OER”
 - “history of administrative theory in education OER”
 - “principles of educational administration table OER”
 - “classical theories of administration education OER”
 - “modern approaches to administration education OER”
 - “examples of educational administration practice OER”
 - “challenges and prospects of educational administration OER”



Series 4: Emerging Leadership Behaviour In Organisations

Series Outline

4.1 Concept of emerging leadership behaviour

- Definition of leadership behaviour
- Characteristics of emerging leadership in organisations

4.2 Contemporary leadership styles

- Transformational leadership
- Transactional leadership
- Servant leadership
- Distributed/shared leadership

4.3 Behavioural implications of emerging leadership styles

- Effects on staff motivation and performance
- Influence on organisational culture and climate
- Impact on decision-making and innovation

4.4 Challenges and prospects of emerging leadership behaviour

- Challenges in adopting new leadership styles
- Prospects for effective leadership in dynamic organisations

Introduction

In the last Series, we examined administrative theory and practice in education, focusing on how classical and modern approaches guide decision-making and leadership. Building on that foundation, this Series turns our attention to emerging leadership behaviour in organisations, which reflects the evolving ways leaders inspire, influence, and manage people in today's dynamic environments.



The aim of this Series is to introduce you to the concept of emerging leadership behaviour, explain contemporary leadership styles, analyse their behavioural implications, and evaluate the challenges and prospects of adopting these styles in organisations.

We shall commence this Series by defining emerging leadership behaviour and identifying its key characteristics. Next, we will explore contemporary leadership styles such as transformational, transactional, servant, and distributed leadership. Following that, we will analyse the behavioural implications of these styles, considering their effects on motivation, culture, and innovation. Finally, we will conclude by evaluating the challenges and prospects of emerging leadership behaviour, highlighting opportunities for effective leadership in modern organisations.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1** define emerging leadership behaviour and identify its key characteristics,
- **SLO 4.2** describe contemporary leadership styles such as transformational, transactional, servant, and distributed leadership,
- **SLO 4.3** analyse the behavioural implications of emerging leadership styles for staff motivation, organisational culture, and innovation, and
- **SLO 4.4** evaluate the challenges and prospects of emerging leadership behaviour in dynamic organisational contexts.

4.1 Concept Of Emerging Leadership Behaviour

4.1.1 Definition of leadership behaviour

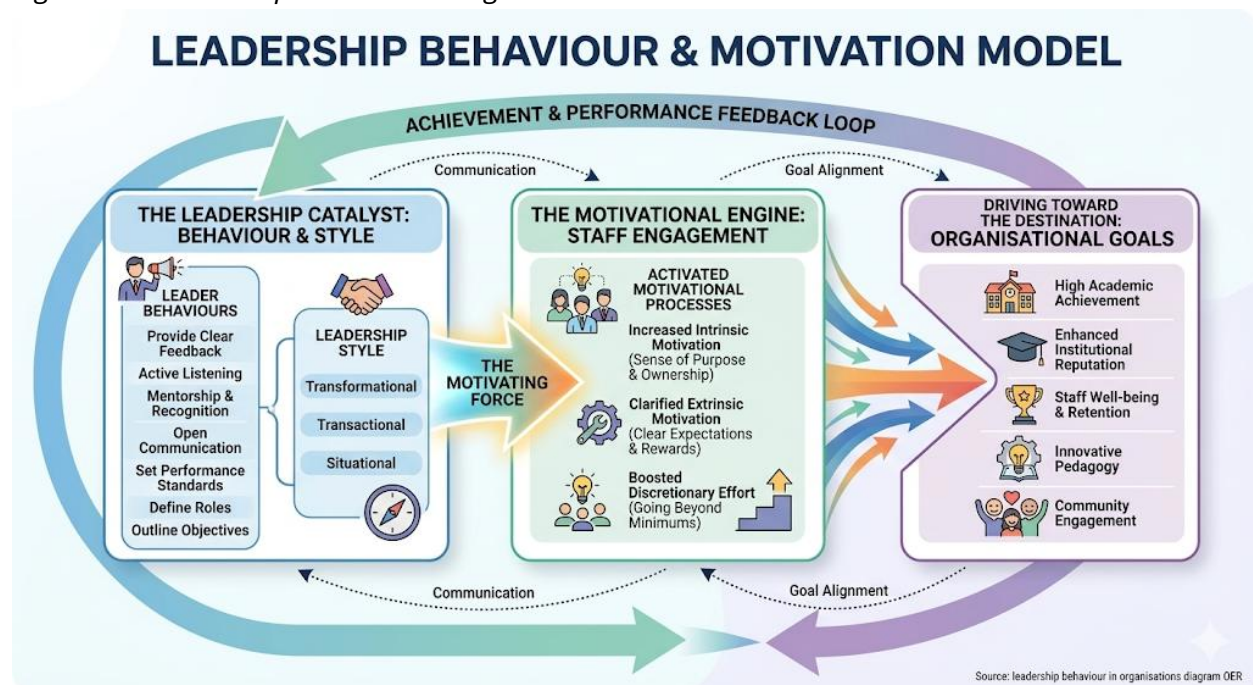
Leadership behaviour refers to the actions, attitudes, and styles that leaders adopt to influence and guide their followers. In organisations, leadership behaviour determines how leaders inspire, motivate, and manage people to achieve collective goals. Emerging leadership behaviour reflects new and evolving approaches that respond to dynamic organisational environments.

Fill in the blank: Leadership behaviour refers to the actions, attitudes, and _____ that leaders adopt to influence followers.

Diagram showing leadership behaviour influencing staff and organisational outcomes.



Figure 4.1: Leadership behaviour in organisations



4.1.2 Characteristics of emerging leadership in organisations

Emerging leadership behaviour is characterised by adaptability, inclusivity, collaboration, and innovation. Unlike traditional leadership styles that emphasised authority and control, emerging leadership focuses on empowering staff, encouraging participation, and fostering creativity. These characteristics make organisations more resilient and responsive to change.

Fill in the blank: Emerging leadership behaviour is characterised by adaptability, inclusivity, collaboration, and _____.

Box 4.1: Characteristics of emerging leadership behaviour

Characteristic	Defining Leadership Behaviours	Organizational Impact
Adaptability	Demonstrates flexibility in the face of rapid change or uncertainty. Actively learns from failures and iterates on strategies. Comfortable shifting approaches as new information emerges.	Increases institutional resilience. Creates an environment where change is viewed as an opportunity for growth rather than a threat.



Characteristic	Defining Leadership Behaviours	Organizational Impact
Inclusivity	Proactively seeks out and values diverse perspectives and backgrounds. Ensures all team members feel respected and empowered to contribute. Creates a safe space for differing viewpoints.	Unlocks broader cognitive diversity, leading to better decision-making and higher levels of engagement and belonging within the staff.
Collaboration	Works effectively across functional, departmental, or organizational boundaries. Prioritizes shared goals and collective success over individual recognition. Builds strong, cooperative networks.	Breaks down institutional silos. Facilitates knowledge sharing and leverages collective expertise to solve complex educational challenges.
Innovation	Encourages creative thinking and is willing to challenge established norms or status quo. Promotes experimentation and supports new approaches to teaching, learning, or operations.	Drives continuous improvement. Positions the educational organization to be proactive rather than reactive in a changing landscape.

Pilot questions 4.1

- Which of the following best defines leadership behaviour?
 - Physical infrastructure management
 - Actions, attitudes, and styles leaders adopt to influence followers
 - Financial management of resources
 - Curriculum design
- Fill in the blank: Leadership behaviour determines how leaders inspire, motivate, and _____ people.
- Which of the following is a characteristic of emerging leadership behaviour?
 - Adaptability
 - Inclusivity
 - Collaboration
 - All of the above



4. Fill in the blank: Emerging leadership behaviour focuses on empowering staff, encouraging participation, and fostering _____.
5. Why is emerging leadership behaviour important in organisations?
 - a) It makes organisations more resilient and responsive to change
 - b) It eliminates curriculum content
 - c) It prevents administration
 - d) It replaces discipline

4.2 Contemporary Leadership Styles

4.2.1 Transformational leadership

Transformational leadership is a style where leaders inspire and motivate followers by creating a vision of change and encouraging innovation. Such leaders focus on personal development, empowerment, and aligning individual goals with organisational objectives.

Fill in the blank: Transformational leadership focuses on inspiring followers by creating a vision of _____.

4.2.2 Transactional leadership

Transactional leadership is based on exchanges between leaders and followers. Leaders provide rewards for compliance and performance, while discipline is applied when expectations are not met. This style emphasises structure, rules, and accountability.

Fill in the blank: Transactional leadership is based on exchanges between leaders and _____.

4.2.3 Servant leadership

Servant leadership prioritises the needs of followers. Leaders serve by supporting, mentoring, and empowering staff, placing the well-being of others above personal gain. This style fosters trust, collaboration, and inclusivity.

Fill in the blank: Servant leadership prioritises the _____ of followers.

4.2.4 Distributed/shared leadership

Distributed leadership (also called shared leadership) involves spreading leadership responsibilities across a group rather than concentrating them in one individual. It encourages teamwork, collective decision-making, and shared accountability.

Fill in the blank: Distributed leadership involves spreading _____ responsibilities across a group.



Table 4.1: Contemporary leadership styles and their key features

Leadership Style	Core Philosophy & Definition	Key Behavioural Features	Primary Focus & Effect on Staff/Organisation
Transformational Leadership	Focuses on inspiring a shared vision and motivating followers to achieve extraordinary outcomes.	Uses Idealised Influence (charisma/role modeling), Inspirational Motivation (articulating vision), Intellectual Stimulation (challenging assumptions), and Individualised Consideration (coaching).	Primarily focused on organisational change and innovation. It motivates staff by appealing to higher ideals and intrinsic values, fostering high engagement and creativity.
Transactional Leadership	Focuses on the exchange relationship between leader and follower, using rewards and sanctions to manage performance.	Uses Contingent Rewards (clarifying links between effort, performance, and reward) and Management by Exception (active or passive monitoring to correct deviations).	Primarily focused on stability and efficiency. It ensures that established goals are met through clear expectations and feedback, suitable for managing operational compliance.
Servant Leadership	Puts the needs of followers first, aiming to develop their potential and help them thrive.	Practices Listening, Empathy, Healing, Awareness, Persuasion, Conceptualisation, Foresight, Stewardship, Commitment to Growth, and Building Community.	Primarily focused on the well-being and development of people. It creates a supportive, trusting culture where staff feel valued and empowered, ultimately benefiting the student community.



Leadership Style	Core Philosophy & Definition	Key Behavioural Features	Primary Focus & Effect on Staff/Organisation
Distributed Leadership	Decouples leadership from formal roles; leadership is viewed as a collective process emerging from interactions across the organisation.	Emphasizes Shared Responsibility, Collaborative Decision-Making, Expertise Over Hierarchy, and Fostering Internal Networks. Leadership is "distributed" across various staff (teachers, coordinators).	Primarily focused on capacity building and systemic change. It leverages the collective wisdom of the organisation, increasing innovative capacity and sustainable improvement by not relying on a single leader.

Pilot questions 4.2

- Which of the following is a feature of transformational leadership?
 - Inspiring followers with a vision
 - Providing rewards for compliance
 - Serving followers' needs
 - Sharing responsibilities
- Fill in the blank: Transactional leadership emphasises structure, rules, and _____.
- Which of the following best describes servant leadership?
 - Prioritising followers' needs
 - Emphasising authority and control
 - Focusing on rewards and discipline
 - Concentrating leadership in one person
- Fill in the blank: Distributed leadership encourages teamwork, collective decision-making, and shared _____.
- Why are contemporary leadership styles important in organisations?
 - They provide flexible approaches to managing people
 - They eliminate curriculum content
 - They prevent administration
 - They replace discipline



4.3 Behavioural Implications Of Emerging Leadership Styles

4.3.1 Effects on staff motivation and performance

Emerging leadership styles influence staff motivation by fostering trust, recognition, and empowerment. Transformational leaders inspire creativity, transactional leaders ensure accountability, servant leaders build loyalty, and distributed leadership promotes collaboration. Together, these behaviours enhance staff performance.

Fill in the blank: Emerging leadership styles influence staff motivation by fostering trust, recognition, and _____.

4.3.2 Influence on organisational culture and climate

Leadership behaviour shapes organisational culture and climate. Positive leadership styles encourage openness, inclusivity, and innovation, while negative or rigid styles may create fear or resistance. The chosen style directly affects how staff and students perceive the organisation.

Fill in the blank: Positive leadership styles encourage openness, inclusivity, and _____.

4.3.3 Impact on decision-making and innovation

Leadership styles determine how decisions are made and how innovation is encouraged. Distributed leadership promotes collective decision-making, while transformational leadership drives innovation through vision. Servant leadership ensures decisions consider the well-being of followers.

Fill in the blank: Transformational leadership drives innovation through _____.

Box 4.2: Behavioural implications of emerging leadership styles

Leadership Style	Impact on Motivation	Impact on Organisational Culture	Impact on Innovation
Transformational Leadership	High Intrinsic Motivation: Inspires staff by appealing to higher ideals and shared vision; fosters	Positive & Visionary: Cultivates trust, collaboration, and a sense of collective purpose. Emphasis on	High Innovation: Encourages creative thinking, challenging the status quo, and taking calculated risks. Supports



Leadership Style	Impact on Motivation	Impact on Organisational Culture	Impact on Innovation
	personal growth and commitment.	intellectual stimulation.	experimentation in teaching.
Transactional Leadership	Extrinsic Motivation: Relies on clear goals, rewards (contingent), and sanctions. Effective for achieving specific performance targets.	Stable & Compliant: Focuses on rules, procedures, and maintaining order. May create a reactive, rather than proactive, environment.	Low to Moderate Innovation: Tends to maintain existing systems. Innovation occurs within set boundaries or to correct deviations.
Servant Leadership	High Engagement & Trust: Staff feel highly valued and supported, leading to strong commitment and discretionary effort.	Supportive & Caring: Built on empathy, listening, and community building. Prioritizes wellbeing and ethical behaviour.	Moderate to High Innovation: Innovation emerges from a safe environment where staff feel empowered to contribute ideas, often focused on improving support systems.
Distributed Leadership	Shared Responsibility: Increases motivation by empowering various staff members (e.g., teachers, coordinators) with leadership roles and autonomy.	Collaborative & Participatory: Leadership is viewed as a collective process. Expertise is valued over formal hierarchy; strengthens internal networks.	High Systemic Innovation: Leverages collective wisdom across the school. Facilitates continuous improvement and sustainable change through shared input.

Pilot questions 4.3



1. Which of the following is an effect of emerging leadership styles on staff?
 - a) Motivation
 - b) Recognition
 - c) Empowerment
 - d) All of the above
 2. Fill in the blank: Positive leadership styles encourage openness, inclusivity, and _____.
 3. Which leadership style promotes collective decision-making?
 - a) Distributed leadership
 - b) Transactional leadership
 - c) Transformational leadership
 - d) Servant leadership
 4. Fill in the blank: Servant leadership ensures decisions consider the _____ of followers.
 5. Why are behavioural implications of leadership styles important?
 - a) They affect motivation, culture, and innovation
 - b) They eliminate curriculum content
 - c) They prevent administration
 - d) They replace discipline
-

4.4 Challenges And Prospects Of Emerging Leadership Behaviour

4.4.1 Challenges in adopting new leadership styles

Challenges include resistance to change, lack of training, and difficulty balancing authority with inclusivity. Organisations may struggle to shift from traditional hierarchical models to more flexible, participatory approaches.

Fill in the blank: Challenges in adopting new leadership styles include resistance to change and lack of _____.

4.4.2 Prospects for effective leadership in dynamic organisations

Prospects include stronger collaboration, improved innovation, and enhanced adaptability. Emerging leadership behaviours prepare organisations to thrive in complex and changing environments by fostering resilience and inclusivity.

Fill in the blank: Prospects for effective leadership include stronger collaboration, improved innovation, and enhanced _____.

Box 4.3: Challenges and prospects of emerging leadership behaviour



Category	Key Factors	Key Organisational Implications
Challenges	Resisting Hierarchy: Overcoming traditional, deeply entrenched top-down mindsets and bureaucratic structures.	Can lead to power struggles, confusion about decision-making authority, and resistance from established leaders.
	Role Ambiguity: Operating without clearly defined job descriptions or formal power.	May cause overlap in responsibilities, accountability gaps, and stress for emerging leaders.
	Recognising & Rewarding: Measuring and compensating influence, collaboration, and voluntary contributions.	Risk of burnout, as emerging leaders may feel their additional efforts are unappreciated, or that only formal roles matter.
	Cultural Resistance: Fostering trust and psychological safety in environments used to command-and-control.	Difficult to build the collaboration and openness needed for emerging leadership to flourish if the culture is not supportive.
	Increased Agility & Innovation: Distributing leadership speeds up decision-making and empowers staff closer to operational challenges.	Accelerates the organisation's ability to adapt to market changes, solve complex problems, and foster creative solutions.
Prospects	Enhanced Engagement: Higher motivation and commitment as staff feel empowered and that their contributions matter.	Leads to greater discretionary effort, higher retention rates, and a stronger sense of shared purpose and belonging.



Category	Key Factors	Key Organisational Implications
	Wider Talent Development: Developing a broader leadership pipeline at all levels, rather than focusing on a select few.	Identifies and nurtures potential early on, building organizational resilience and preparing for future succession needs.
	Sustainable Improvement: Embedding positive behaviours that continue even when specific formal leaders change.	Creates a resilient culture and capacity for continuous learning and ethical behaviour, leading to long-term effectiveness.

Pilot questions 4.4

- Which of the following is a challenge in adopting new leadership styles?
 - Resistance to change
 - Lack of training
 - Balancing authority with inclusivity
 - All of the above
- Fill in the blank: Organisations may struggle to shift from traditional hierarchical models to more _____ approaches.
- Which of the following is a prospect of emerging leadership behaviour?
 - Stronger collaboration
 - Improved innovation
 - Enhanced adaptability
 - All of the above
- Fill in the blank: Emerging leadership behaviours prepare organisations to thrive in complex and _____ environments.
- Why are prospects important in leadership behaviour?
 - They ensure resilience and inclusivity
 - They eliminate curriculum content
 - They prevent administration
 - They replace discipline



Series Summary

This Series examined emerging leadership behaviour in organisations, focusing on how leadership styles are evolving to meet the demands of dynamic environments. We began by defining leadership behaviour and identifying the characteristics of emerging leadership such as adaptability, inclusivity, collaboration, and innovation. Then we explored contemporary leadership styles including transformational, transactional, servant, and distributed leadership. Following that, we analysed the behavioural implications of these styles, considering their effects on staff motivation, organisational culture, and innovation. Finally, we evaluated the challenges and prospects of emerging leadership behaviour, highlighting both the difficulties of adoption and the opportunities for resilience and effectiveness in modern organisations.

By completing this Series, you should now be able to define emerging leadership behaviour (SLO 4.1), describe contemporary leadership styles (SLO 4.2), analyse their behavioural implications (SLO 4.3), and evaluate the challenges and prospects of adopting these behaviours in organisations (SLO 4.4).

Glossary of Terms

- **Distributed leadership:** A style where leadership responsibilities are shared across a group rather than concentrated in one person.
 - **Emerging leadership behaviour:** New and evolving approaches to leadership that emphasise adaptability, inclusivity, collaboration, and innovation.
 - **Leadership behaviour:** The actions, attitudes, and styles leaders adopt to influence and guide followers.
 - **Servant leadership:** A leadership style that prioritises the needs and well-being of followers above personal gain.
 - **Transactional leadership:** A leadership style based on exchanges, rewards, and discipline to ensure compliance and accountability.
 - **Transformational leadership:** A leadership style that inspires and motivates followers by creating a vision of change and encouraging innovation.
-

Concept Check Questions [Series 4]

Objective questions

1. Which of the following best defines leadership behaviour? (Linked to SLO 4.1)
 - a) Physical infrastructure management
 - b) Actions, attitudes, and styles leaders adopt to influence followers



- c) Financial management of resources
 - d) Curriculum design
2. Which of the following is a contemporary leadership style? (Linked to SLO 4.2)
 - a) Transformational leadership
 - b) Transactional leadership
 - c) Servant leadership
 - d) All of the above
 3. Which of the following is a behavioural implication of emerging leadership styles? (Linked to SLO 4.3)
 - a) Staff motivation
 - b) Organisational culture
 - c) Innovation
 - d) All of the above
 4. Which of the following is a challenge in adopting new leadership styles? (Linked to SLO 4.4)
 - a) Resistance to change
 - b) Lack of training
 - c) Balancing authority with inclusivity
 - d) All of the above
 5. Which of the following is a prospect of emerging leadership behaviour? (Linked to SLO 4.4)
 - a) Stronger collaboration
 - b) Improved innovation
 - c) Enhanced adaptability
 - d) All of the above

Short-answer questions

6. Define emerging leadership behaviour. (Linked to SLO 4.1)
7. State one characteristic of emerging leadership behaviour. (Linked to SLO 4.1)
8. Mention one contemporary leadership style. (Linked to SLO 4.2)
9. Give one behavioural implication of servant leadership. (Linked to SLO 4.3)
10. Explain one prospect of emerging leadership behaviour. (Linked to SLO 4.4)

Long-answer questions

11. Analyse the behavioural implications of transformational and distributed leadership styles, highlighting their effects on motivation and innovation. (Linked to SLO 4.3)
12. Evaluate the challenges and prospects of emerging leadership behaviour, explaining how organisations can adapt to dynamic environments. (Linked to SLO 4.4)



Answers to Concept Check Questions [Series 4]

Objective questions

1. b
2. d
3. d
4. d
5. d

Short-answer questions

6. Emerging leadership behaviour refers to new and evolving approaches that emphasise adaptability, inclusivity, collaboration, and innovation.
7. Adaptability.
8. Transformational leadership.
9. Servant leadership fosters trust and loyalty among staff.
10. Enhanced adaptability in dynamic organisational environments.

Long-answer questions

11. *Basic response:* Transformational leadership inspires motivation and drives innovation through vision, while distributed leadership promotes collaboration and collective decision-making.
Value-added response: Together, these styles enhance staff creativity, strengthen organisational culture, and ensure innovation is sustained through shared responsibility and visionary guidance.
12. *Basic response:* Challenges include resistance to change and lack of training, while prospects involve stronger collaboration and improved innovation.
Value-added response: Organisations can adapt by investing in leadership development, embracing participatory models, and integrating technology. This ensures resilience, inclusivity, and effectiveness in complex environments.

Answers to Pilot Questions [Series 4]

Part 4.1

1. b



2. manage
3. d
4. creativity
5. a

Part 4.2

1. a
2. accountability
3. a
4. accountability
5. a

Part 4.3

1. d
2. innovation
3. a
4. needs
5. a

Part 4.4

1. d
2. flexible
3. d
4. changing
5. a

References and Attributions [Series 4]

- Course materials: EDM 102, *Introduction to Management and Human Resources' Behaviours in Organisations*.
- Suggested illustration prompts:



- *Figure 4.1:* Leadership behaviour in organisations. AI prompt: “Create a diagram showing a leader motivating and guiding staff towards organisational goals.”
- *Box 4.1:* Characteristics of emerging leadership behaviour. AI prompt: “Generate a summary box listing adaptability, inclusivity, collaboration, and innovation as characteristics of emerging leadership.”
- *Table 4.1:* Contemporary leadership styles and their key features. AI prompt: “Create a table comparing transformational, transactional, servant, and distributed leadership styles with key features.”
- *Box 4.2:* Behavioural implications of emerging leadership styles. AI prompt: “Generate a summary box showing effects of leadership styles on motivation, culture, and innovation.”
- *Box 4.3:* Challenges and prospects of emerging leadership behaviour. AI prompt: “Generate a summary box listing challenges and prospects of emerging leadership behaviour in organisations.”
- Suggested search strings for OER sourcing:
 - “leadership behaviour in organisations diagram OER”
 - “emerging leadership behaviour characteristics OER”
 - “contemporary leadership styles education OER”
 - “behavioural implications of leadership styles OER”
 - “challenges and prospects of emerging leadership behaviour OER”

Series 5: Outcomes Of Behaviour—Conflict, Cooperation, And Collaboration

Series Outline

5.1 Concept of behavioural outcomes in organisations

- Definition of behavioural outcomes
- Importance of outcomes for organisational effectiveness

5.2 Conflict as an outcome of behaviour



- Nature and types of conflict in organisations
- Causes and consequences of conflict
- Strategies for managing and resolving conflict

5.3 Cooperation as an outcome of behaviour

- Meaning and characteristics of cooperation
- Benefits of cooperation for staff and students
- Conditions that foster cooperation in organisations

5.4 Collaboration as an outcome of behaviour

- Distinction between cooperation and collaboration
- Features of collaboration in educational organisations
- Advantages of collaboration for achieving organisational goals

Introduction

In the last Series, we explored emerging leadership behaviour in organisations, focusing on how leaders inspire, motivate, and manage people through contemporary styles. Building on that, this Series examines the outcomes of behaviour in organisations, particularly conflict, cooperation, and collaboration, which are the natural results of human interaction in educational and organisational settings.

The aim of this Series is to help you define behavioural outcomes, explain the nature of conflict, describe cooperation, and analyse collaboration, while evaluating their implications for organisational effectiveness.

We shall commence this Series by introducing the concept of behavioural outcomes and their importance. Next, we will explore conflict as an outcome of behaviour, considering its types, causes, and management strategies. Following that, we will study cooperation, highlighting its meaning, benefits, and conditions that foster it. Finally, we will conclude with collaboration, distinguishing it from cooperation and examining its features and advantages for achieving organisational goals.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1** define behavioural outcomes and explain their importance for organisational effectiveness,



- **SLO 5.2** describe the nature, types, causes, and consequences of conflict as an outcome of behaviour,
- **SLO 5.3** explain the meaning, characteristics, and benefits of cooperation in organisations,
- **SLO 5.4** analyse the distinction between cooperation and collaboration, and evaluate the advantages of collaboration for achieving organisational goals.

5.1 Concept Of Behavioural Outcomes In Organisations

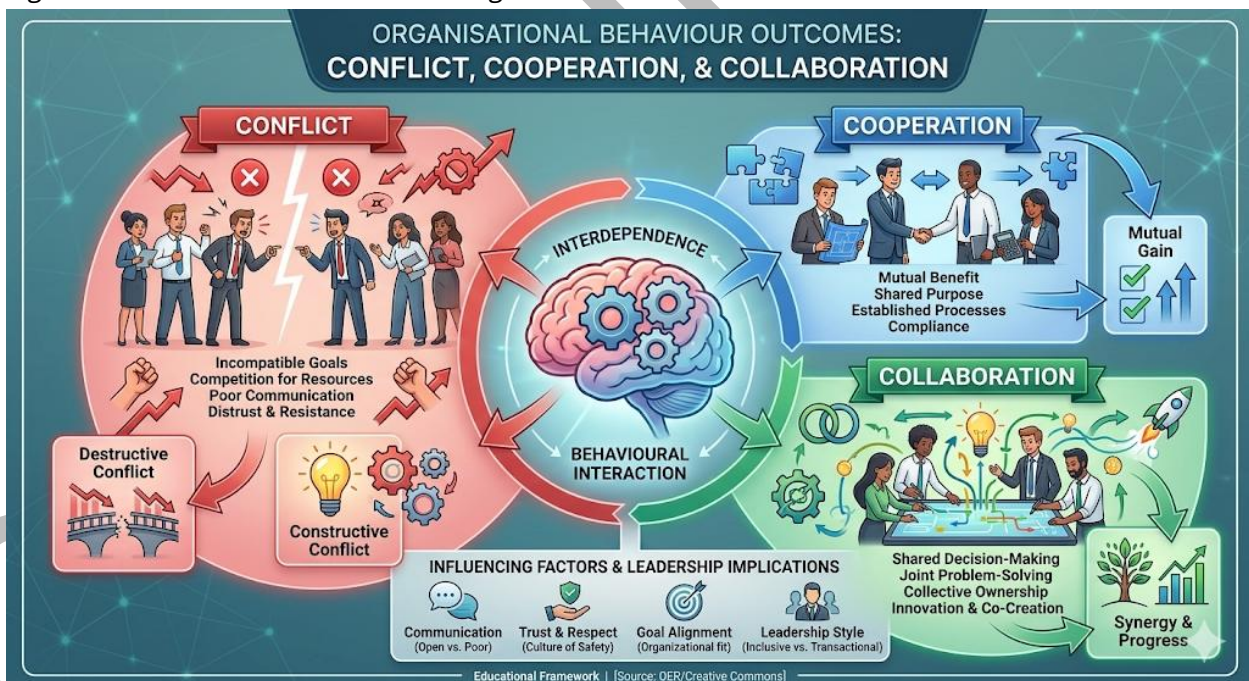
5.1.1 Definition of behavioural outcomes

Behavioural outcomes are the results that emerge from the actions, attitudes, and interactions of individuals and groups within organisations. These outcomes can be positive, such as cooperation and collaboration, or negative, such as conflict. They reflect how behaviour influences organisational effectiveness and the achievement of goals.

Fill in the blank: Behavioural outcomes are the results that emerge from the _____, attitudes, and interactions of individuals and groups.

Diagram showing behavioural outcomes: conflict, cooperation, and collaboration.

Figure 5.1: Behavioural outcomes in organisations



5.1.2 Importance of outcomes for organisational effectiveness



Behavioural outcomes are important because they shape the organisational climate and determine whether goals are achieved. Conflict may hinder progress if unmanaged, while cooperation and collaboration foster teamwork, innovation, and productivity. Understanding these outcomes helps administrators and staff manage behaviour effectively.

Fill in the blank: Behavioural outcomes are important because they shape the organisational _____ and determine whether goals are achieved.

Box 5.1: Importance of behavioural outcomes

Organisational Domain	Importance of Behavioural Outcomes	Specific Impacts
Shaping Organisational Climate	Behavioural outcomes <i>are</i> the climate. Positive behaviours create a culture of safety, engagement, and commitment. Negative behaviours foster toxic, high-stress, and unsupportive environments.	Positive: High morale, trust, psychological safety, lower burnout, increased employee retention. Negative: Low morale, fear, resistance to change, high turnover, increased absenteeism.
Influencing Teamwork & Collaboration	Teamwork relies entirely on behavioural competencies like communication, trust, and shared accountability. Healthy behaviours lead to effective synergy; poor behaviours lead to dysfunction.	Positive: Effective knowledge sharing, efficient conflict resolution, shared responsibility, increased innovation. Negative: Siloed information, increased conflict, blame culture, poor decision-making, decreased productivity.



Organisational Domain	Importance of Behavioural Outcomes	Specific Impacts
Affecting Goal Achievement (Performance)	Behaviours directly translate into productivity and performance. Aligned, motivated, and collaborative behaviours accelerate goal attainment. Misaligned or disruptive behaviours stall progress.	Positive: Improved individual/team performance, timely project delivery, high client satisfaction, meeting/exceeding KPIs. Negative: Missed deadlines, lower quality outputs, increased errors, failure to meet targets, overall lower productivity.

Pilot questions 5.1

- Which of the following best defines behavioural outcomes?
 - Financial management of resources
 - Results of actions, attitudes, and interactions
 - Curriculum design alone
 - Physical infrastructure management
- Fill in the blank: Behavioural outcomes can be positive such as cooperation and collaboration, or negative such as _____.
- Why are behavioural outcomes important in organisations?
 - They shape climate and influence goal achievement
 - They eliminate curriculum content
 - They prevent administration
 - They replace discipline
- Fill in the blank: Conflict may hinder progress if _____, while cooperation and collaboration foster teamwork.
- Which of the following is a positive behavioural outcome?
 - Conflict
 - Cooperation
 - Resistance
 - Hostility



5.2 Conflict As An Outcome Of Behaviour

5.2.1 Nature and types of conflict in organisations

Conflict arises when individuals or groups perceive differences in goals, interests, or values. In organisations, conflict can be **intrapersonal** (within an individual), **interpersonal** (between individuals), or **organisational** (between groups or departments). While conflict is often seen as negative, it can also stimulate growth and innovation if managed constructively.

Fill in the blank: Conflict arises when individuals or groups perceive differences in goals, interests, or _____.

5.2.2 Causes and consequences of conflict

Common causes of conflict include poor communication, competition for resources, and differences in values or expectations. Consequences may be negative, such as reduced morale and productivity, or positive, such as improved problem-solving and creativity when conflict is resolved effectively.

Fill in the blank: Common causes of conflict include poor communication, competition for resources, and differences in _____.

5.2.3 Strategies for managing and resolving conflict

Strategies include negotiation, mediation, and fostering open communication. Administrators can reduce conflict by promoting fairness, clarifying roles, and encouraging collaboration. Effective conflict management ensures that disagreements do not escalate into hostility.

Fill in the blank: Strategies for managing conflict include negotiation, mediation, and fostering _____ communication.

Box 5.2: Causes, consequences, and strategies for conflict management

Aspect	Description	Key Factors
Causes of Conflict	Underlying factors that trigger disagreements and friction between individuals or groups.	Structural: Goal incompatibility, resource scarcity, task interdependence, jurisdictional ambiguity.



Aspect	Description	Key Factors
		Communication: Semantic difficulties, insufficient exchange of information, noise. Personal: Different value systems, personality clashes, varying perceptions, individual goals.
Consequences of Conflict	The impact of conflict on individuals, teams, and the overall organisation. Can be both functional and dysfunctional.	Functional (Positive): Stimulates creativity and innovation, improves decision-making, identifies problems, increases group cohesion. Dysfunctional (Negative): Reduced productivity, poor communication, decreased morale, high employee turnover, organizational disintegration.
Strategies for Managing Conflict	Approaches and techniques used to address and resolve conflict in a constructive manner.	Intervention Methods: Negotiation, mediation, arbitration. Conflict Resolution Styles: Competing, collaborating, compromising, avoiding, accommodating (based on the Thomas-Kilmann model). Proactive Strategies: Clear job descriptions, transparent resource allocation, fostering an



Aspect	Description	Key Factors
		open communication culture, regular feedback mechanisms, team-building activities.

Pilot questions 5.2

- Which of the following is a type of conflict in organisations?
 - Intrapersonal
 - Interpersonal
 - Organisational
 - All of the above
- Fill in the blank: Conflict arises when individuals or groups perceive differences in goals, interests, or _____.
- Which of the following is a common cause of conflict?
 - Poor communication
 - Competition for resources
 - Differences in values
 - All of the above
- Fill in the blank: Effective conflict management ensures disagreements do not escalate into _____.
- Why is conflict management important in organisations?
 - It prevents hostility and promotes problem-solving
 - It eliminates curriculum content
 - It prevents administration
 - It replaces discipline

5.3 Cooperation As An Outcome Of Behaviour

5.3.1 Meaning and characteristics of cooperation

Cooperation refers to individuals or groups working together towards shared goals. It is characterised by trust, respect, and willingness to support one another. Cooperation is essential for harmony and efficiency in educational organisations.

Fill in the blank: Cooperation refers to individuals or groups working together towards _____ goals.



5.3.2 Benefits of cooperation for staff and students

Cooperation enhances teamwork, reduces conflict, and improves productivity. For students, it fosters peer learning and discipline, while for staff, it promotes collaboration and professional growth.

Fill in the blank: Cooperation enhances teamwork, reduces conflict, and improves _____.

5.3.3 Conditions that foster cooperation in organisations

Conditions include clear communication, shared objectives, and supportive leadership. Administrators play a key role in creating an environment where cooperation thrives.

Fill in the blank: Conditions that foster cooperation include clear communication, shared objectives, and supportive _____.

Table 5.1: Benefits and conditions of cooperation

Category	Benefits of Cooperation	Conditions that Foster Cooperation
For Staff	Increased Productivity: Shared resources, joint problem-solving, and efficient task division lead to higher overall output.	Shared Vision: A clear, widely accepted understanding of common goals and purpose.
	Professional Development: Peer learning, knowledge sharing, and exposure to different perspectives and teaching methods.	Trust & Respect: A culture where staff feel psychologically safe to share ideas, give and receive feedback.
	Reduced Burnout: Mutual support, stress reduction, and a sense of collective responsibility and belonging.	Effective Communication: Open, transparent, and consistent communication channels and processes.



Category	Benefits of Cooperation	Conditions that Foster Cooperation
	Enhanced Innovation: Collaborative brainstorming and diverse viewpoints stimulate new ideas and approaches.	Goal Alignment: Ensuring individual and team goals are aligned with organizational objectives.
For Students	Active Learning: Collaborative tasks and group work encourage deeper engagement and critical thinking.	Structured Interdependence: Designing tasks where students must rely on each other's unique contributions.
	Improved Academic Outcomes: Higher motivation, increased engagement, and better understanding of complex concepts.	Equal Opportunity: Ensuring all members have equal access to resources and chances to contribute.
	Positive Social-Emotional Development: Enhanced empathy, perspective-taking, conflict resolution, and teamwork skills.	Positive Feedback & Recognition: Providing constructive feedback and celebrating cooperative efforts and achievements.
	Increased Retention: Greater sense of belonging and connectedness, particularly for marginalized or struggling students.	Clear Expectations: Communicating clear guidelines, roles, and responsibilities for cooperative tasks.

Pilot questions 5.3

- Which of the following best defines cooperation?
 - Working together towards shared goals
 - Competing for resources
 - Ignoring responsibilities
 - Concentrating authority
- Fill in the blank: Cooperation is characterised by trust, respect, and willingness to _____ one another.



3. Which of the following is a benefit of cooperation?
 - a) Enhanced teamwork
 - b) Reduced conflict
 - c) Improved productivity
 - d) All of the above
 4. Fill in the blank: Cooperation fosters peer learning and _____ among students.
 5. Why is cooperation important in organisations?
 - a) It promotes harmony and efficiency
 - b) It eliminates curriculum content
 - c) It prevents administration
 - d) It replaces discipline
-

5.4 Collaboration As An Outcome Of Behaviour

5.4.1 Distinction between cooperation and collaboration

While cooperation involves working together, collaboration goes further by integrating ideas, skills, and resources to achieve shared outcomes. Collaboration requires deeper commitment and joint problem-solving.

Fill in the blank: Collaboration requires deeper commitment and joint _____-solving.

5.4.2 Features of collaboration in educational organisations

Collaboration is characterised by shared responsibility, collective decision-making, and mutual accountability. It often involves interdisciplinary teamwork and partnerships between staff, students, and administrators.

Fill in the blank: Collaboration is characterised by shared responsibility, collective decision-making, and mutual _____.

5.4.3 Advantages of collaboration for achieving organisational goals

Collaboration enhances innovation, strengthens relationships, and ensures sustainable achievement of goals. It allows organisations to pool resources and expertise for greater impact.

Fill in the blank: Collaboration enhances innovation, strengthens relationships, and ensures sustainable achievement of _____.

Box 5.3: Distinction, features, and advantages of collaboration



Aspect	Description / Key Factors
Distinction: Cooperation vs. Collaboration	Cooperation: Working together toward mutual benefits, but maintaining individual goals and distinct responsibilities. Focus is on efficiency and coordination. <i>Example: Teachers sharing lesson plans.</i> Collaboration: Jointly working toward shared goals, co-creating solutions, and demonstrating collective ownership. Focus is on synergy and innovation. <i>Example: Teachers co-designing and co-teaching an interdisciplinary unit.</i>
Key Features of Collaboration	Shared Goals & Vision: A deep commitment to a common purpose. Co-Creation: Actively generating new ideas, solutions, and products together. Collective Ownership: Shared responsibility for outcomes, both success and failure. Interdependence: Members rely on each other's unique contributions and expertise. Shared Decision-Making: Jointly navigating choices and directions. Trust & Respect: Fostering a psychologically safe environment for open communication.



Aspect	Description / Key Factors
Organizational Advantages of Collaboration	Enhanced Innovation: Diverse perspectives and brainstorming lead to novel ideas and approaches. Improved Problem-Solving: Leveraging collective intelligence to tackle complex challenges. Increased Efficiency & Productivity: Optimizing resource use and reducing duplication through synergy. Professional Growth: Peer learning, knowledge sharing, and exposure to different viewpoints. Higher Employee Engagement & Retention: Sense of belonging, shared purpose, and increased job satisfaction. Better Organizational Outcomes: Improved individual and team performance, meeting/exceeding KPIs.

Pilot questions 5.4

- Which of the following best distinguishes collaboration from cooperation?
 - Collaboration integrates ideas and resources for shared outcomes
 - Cooperation involves working together but less integration
 - Both a and b
 - None of the above
- Fill in the blank: Collaboration requires deeper commitment and joint _____.



3. Which of the following is a feature of collaboration in educational organisations?
 - a) Shared responsibility
 - b) Collective decision-making
 - c) Mutual accountability
 - d) All of the above
4. Fill in the blank: Collaboration enhances innovation, strengthens relationships, and ensures sustainable achievement of _____.
5. Why is collaboration important in organisations?
 - a) It pools resources and expertise for greater impact
 - b) It eliminates curriculum content
 - c) It prevents administration
 - d) It replaces discipline

Series Summary

This Series examined the outcomes of behaviour in organisations, focusing on conflict, cooperation, and collaboration. We began by introducing the concept of behavioural outcomes and their importance for organisational effectiveness. Then we explored conflict, considering its nature, types, causes, consequences, and strategies for management. Following that, we studied cooperation, highlighting its meaning, benefits, and conditions that foster it. Finally, we analysed collaboration, distinguishing it from cooperation, identifying its features, and evaluating its advantages for achieving organisational goals.

By completing this Series, you should now be able to define behavioural outcomes (SLO 5.1), describe conflict and its management (SLO 5.2), explain cooperation and its benefits (SLO 5.3), and analyse collaboration as a deeper form of teamwork (SLO 5.4).

Glossary of Terms

- **Behavioural outcomes:** Results of actions, attitudes, and interactions within organisations, such as conflict, cooperation, and collaboration.
- **Conflict:** A behavioural outcome arising from differences in goals, interests, or values, which may be intrapersonal, interpersonal, or organisational.
- **Cooperation:** Working together towards shared goals, characterised by trust, respect, and mutual support.
- **Collaboration:** A deeper form of cooperation involving integration of ideas, shared responsibility, and collective decision-making.
- **Conflict management:** Strategies such as negotiation, mediation, and communication used to resolve disagreements constructively.



- **Organisational climate:** The atmosphere and culture of an institution shaped by behavioural outcomes.

Concept Check Questions [Series 5]

Objective questions

1. Which of the following best defines behavioural outcomes? (Linked to SLO 5.1)
 - a) Financial management of resources
 - b) Results of actions, attitudes, and interactions
 - c) Curriculum design alone
 - d) Physical infrastructure management
2. Which of the following is a type of conflict in organisations? (Linked to SLO 5.2)
 - a) Intrapersonal
 - b) Interpersonal
 - c) Organisational
 - d) All of the above
3. Which of the following is a benefit of cooperation? (Linked to SLO 5.3)
 - a) Enhanced teamwork
 - b) Reduced conflict
 - c) Improved productivity
 - d) All of the above
4. Which of the following best distinguishes collaboration from cooperation? (Linked to SLO 5.4)
 - a) Collaboration integrates ideas and resources for shared outcomes
 - b) Cooperation involves working together but less integration
 - c) Both a and b
 - d) None of the above
5. Which of the following is a positive behavioural outcome? (Linked to SLO 5.1)
 - a) Conflict
 - b) Cooperation
 - c) Resistance
 - d) Hostility

Short-answer questions

6. Define behavioural outcomes in organisations. (Linked to SLO 5.1)
7. State one cause of conflict in organisations. (Linked to SLO 5.2)
8. Mention one benefit of cooperation for staff. (Linked to SLO 5.3)



9. Give one feature of collaboration in educational organisations. (Linked to SLO 5.4)
10. Explain why behavioural outcomes are important for organisational effectiveness. (Linked to SLO 5.1)

Long-answer questions

11. Analyse the causes and consequences of conflict in organisations, explaining how it can be managed constructively. (Linked to SLO 5.2)
 12. Evaluate the distinction between cooperation and collaboration, highlighting their roles in achieving organisational goals. (Linked to SLO 5.3 and SLO 5.4)
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Answers to Concept Check Questions [Series 5]

Objective questions

1. b
2. d
3. d
4. c
5. b

Short-answer questions

6. Behavioural outcomes are the results of actions, attitudes, and interactions within organisations, such as conflict, cooperation, and collaboration.
7. Poor communication.
8. Professional growth.
9. Shared responsibility.
10. Behavioural outcomes shape organisational climate and determine whether goals are achieved.

Long-answer questions

11. *Basic response:* Conflict arises from poor communication, competition for resources, and differences in values. It can reduce morale and productivity but also stimulate problem-solving and creativity.
Value-added response: Constructive management through negotiation, mediation, and open communication transforms conflict into opportunities for innovation and growth, ensuring organisational effectiveness.



12. *Basic response*: Cooperation involves working together towards shared goals, while collaboration requires deeper integration of ideas and shared accountability.
Value-added response: Cooperation promotes harmony and efficiency, while collaboration enhances innovation and sustainability. Together, they strengthen teamwork and ensure long-term achievement of organisational objectives.
-

Answers to Pilot Questions [Series 5]

Part 5.1

1. b
2. conflict
3. a
4. unmanaged
5. b

Part 5.2

1. d
2. values
3. d
4. hostility
5. a

Part 5.3

1. a
2. support
3. d
4. discipline
5. a

Part 5.4

1. c
2. problem
3. d



4. goals
5. a

References and Attributions [Series 5]

- Course materials: EDM 102, *Introduction to Management and Human Resources' Behaviours in Organisations*.
- Suggested illustration prompts:
 - *Figure 5.1*: Behavioural outcomes in organisations. AI prompt: “Create a diagram showing conflict, cooperation, and collaboration as outcomes of behaviour in organisations.”
 - *Box 5.1*: Importance of behavioural outcomes. AI prompt: “Generate a summary box listing importance of behavioural outcomes: shaping climate, influencing teamwork, affecting goal achievement.”
 - *Box 5.2*: Causes, consequences, and strategies for conflict management. AI prompt: “Generate a summary box listing causes, consequences, and strategies for managing conflict in organisations.”
 - *Table 5.1*: Benefits and conditions of cooperation. AI prompt: “Create a table listing benefits of cooperation for staff and students and conditions that foster cooperation.”
 - *Box 5.3*: Distinction, features, and advantages of collaboration. AI prompt: “Generate a summary box showing distinction between cooperation and collaboration, features of collaboration, and advantages for organisations.”
- Suggested search strings for OER sourcing:
 - “behavioural outcomes conflict cooperation collaboration diagram OER”
 - “importance of behavioural outcomes in organisations OER”
 - “conflict management in organisations OER”
 - “benefits of cooperation in organisations OER”
 - “collaboration in educational organisations OER”

