

## **CHAPTER – IV**

### **INTERVENTION PROGRAMME PREPARED FOR TEACHERS**

#### **4.0.0 Introduction :**

The first, second and the third objectives of the study were dealt with developing a transformational mentoring strategy for teachers, implementing it and thereafter studying its effectiveness in the school where intervention was carried out. This chapter presents the strategy developed and implemented on teachers.

The programme aimed at personal and professional development of teachers on enhancing their competence to facilitate the students in their personal development as well as their academic achievement. The programme, therefore, was intended to enable teachers learn facilitative skills in areas such as working as a team, vision and mission statement, interpersonal communication in T.A. model and mentoring which contribute toward enhancement of school effectiveness.

#### **DAY ONE :**

##### **4.1.0 Session 1 : “Overview of the Programme” and “Ice Breaking”**

The facilitator in this session focused upon two important topics (a) Overview of the orientation programme (b) Ice breaking.

##### **4.1.1 Introduction :**

The investigator got up and wished good morning to all who were present. She then said “I am happy to welcome you all in the intervention

programme of 6 days. Each one of you may be eager to know what sort of programme this would be. The facilitator then took a pencil and said, "This pencil is an important instrument for all of us who read and write. But when we use this pencil for some time, it becomes blank and we need to sharpen it in order to get our work done satisfactorily. After working as teachers for 20-30 years, we grow in experience but often we become blank like pencil. Often we remain behind with old ideas and perceptions. One is inclined to think she/he does not need to learn new things because of the experience that she/he has in teaching. In fact, we all need to revive ourselves. We teachers are the tools in the field of education. Today society does not look at the effort we make in educating children but the result that students show. Being an instruments in the hands of the society, the nation and the students, one needs to reflect on certain factors like : who we are, how we work and what result we produce. The intervention programme is a good opportunity, which will provide you and me to reflect on these matters.

To make the programme fruitful one needs to participate fully. The more you involve yourselves the more you will gain. To experience the joy of catching fish and to learn its technique one needs to get into the river and get dirty to catch fish. By sitting outside and watching others catching fish, one cannot learn the technique. Therefore, I invite each one of you to get involved, be open with oneself and to the group, ask questions, clarify doubts, participate in activities and express your ideas and keep a log book. The investigator then involved the group in making the time schedule. It was decided that everyday session would start at 9.00 a.m. and end at 2.00 p.m. The time table was as follows :

Session 1	-	9.00 a.m. to 10.00 a.m.
Tea break	-	10.00 a.m. to 10.15 a.m.
Session 2	-	10.15 a.m. to 11.15 a.m.
Break	- -	11.15 a.m. to 11.30 a.m.
Session 3	-	11.30 a.m. to 12.30 p.m.
Lunch Break	-	12.30 a.m. to 1.00 p.m.
Session 4	-	1.00 a.m. to 2.00 p.m.

Then the investigator spelled out the objectives of the programme.

The objectives were the following :

1. To enable the participants to work together.
2. To make them write shared vision and mission statement.
3. To make them aware of their personality structures.
4. To help them to be aware of their interpersonal style.
5. To enable them to learn the mentoring skills.

The facilitator then told the participants that the programme would be experiential. Therefore, it demands more participation.

After the introductory speech was over, the facilitator said, "Friends, now let us start the programme with Ice breaking session."

**Objectives :**

- To make the participants feel at home with each other in the group.
- To help them to overcome their nervousness, fear and inhibitions.
- To know each other more than before.

#### 4.1.2 “Ice Braking”

The facilitator asked the participants to sit in a circle so that each one would be able to see each other in the group. When all participants took their seats she said, “Before we begin with the programme formally, let us get to know each other in a way we have never known before.

##### **Procedure :**

The facilitator said, “Let us introduce ourselves in turn in the following manner :

- I am (say your name).
- I would like to be called (say by which name).
- I teach (say the subject) in class (say the class).
- Right now I am feeling (say your feeling).
- My expectation from this programme is (say your expectation).

When the first person has completed his/her self-introduction, the next person would say - “You are (name of the first person). I am ’ (Your name).” Then continue as the instruction has been given. In this manner, each participant introduced herself/himself starting from the facilitator herself.

##### **Facilitator :**

I am Mary. I would like to be called Mary. I teach in Ursuline B.Ed. College, Lohardaga. I teach Educational Administration and Social Science. Right now, I feel happy to be with you and am eager to know you more. I am also little disappointed because some teachers did not come for this programme. My expectation from this intervention programme is to learn

from your experiences as teachers in this particular school and to get your co-operation for this intervention programme.

**Participants :**

The next participant continued saying, “You are Mary, I am Suchita (name changed). I would like to be called Suchi. I teach Hindi in senior section of this school since three years. Right now, I feel happy to be together because I have not to do my routine works of everyday. My expectation from this programme is to learn skills to do my work better and in fact, I am eager to know what will the facilitator give us. It is the first time I am attending in-service programme as a teacher.” Like wise every participant introduced herself/himself to the group one after another. Whenever any participant had some problem or hesitation in speaking, the facilitator intervened to help her/him to continue according to the pattern.

**Observation :**

It was observed that after this exercise the participants were more open to each other. Most of them said they felt quite free to be in the group. They gained confidence in speaking up in the group. Each of them seemed to be quite eager to participate actively and learn.

**Activity : 2**

When the process of icebreaking was over the facilitator said, “In a teamwork as education the involvement of each member is very essential. This is because each member is equally important as each one is having the same goal as the other in the team. The success or failure of the team

depends on the involvement of each member. So, now let us have another activity. It is a personal exercise to be aware of one's involvement.”

**Procedure :**

The (exercise) activity was divided into 3 steps :

1<sup>st</sup> step – Drawing concentric circles.

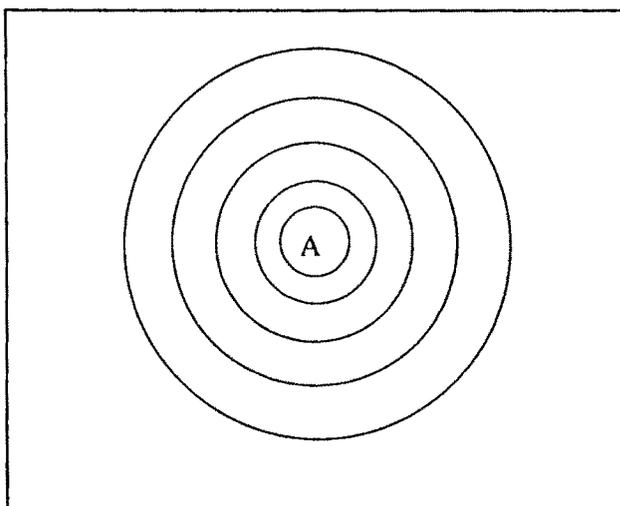
2<sup>nd</sup> step – Sharing in small group.

3<sup>rd</sup> step – General discussion.

***1<sup>st</sup> Step : Drawing Concentric Circles***

The facilitator asked the participants to draw a number of Concentric Circles as shown here –

**Figure : 4.1 Concentric Circles**



The letter 'A' stands  
For "Action".

Then the participants were told to close their eyes and think of any recent event that took place in the school. The questions they had to answer silently were:

- a. Did you attend it?
- b. How much did you participate in that particular event or programme?

- c. Were you quite actively involved?
- d. What did you do?
- e. Did you feel an 'insider' or an 'outsider'?
- f. Are you happy with the way you participate usually in the school programme?

After answering these questions personally by the participants the facilitator asked them to put 'X' on the concentric circle to mark where they were during the event they recalled just now, and another 'X' to indicate where one in such climax : feels usually; at the centre, near the centre, far from the centre or even outside the circles. Then each one was asked to draw an arrow showing where he/she would like to be.

### *2<sup>nd</sup> Step : "Sharing in Small Group"*

The facilitator invited the participants to share with another person in the group what each one had marked on the paper. They were asked to share only what they felt comfortable to share. There was no pressure to reveal anything one did not want to reveal. When one had finished sharing, the other told him/her what she/he liked the best in his/her sharing. So he/she had to say "What I liked in your sharing is..." He/She was asked to tell some good points that the teller might not have been aware of.

### *3<sup>rd</sup> Step : "General Discussion"*

The facilitator gave few questions for discussion.

#### *Questions:*

1. What makes you feel at home in a group?
2. What makes you feel left out or uninvolved?
3. How can you develop a sense of "being at home" where you are.

### **The summary of the discussion :**

The participants in their discussion brought out some important factors which make them involved/uninvolved and at the same time gave some alternatives in order to overcome the barriers which make them feel less at home. The points discussed in the group were the following :

Most of the time, we put the blame on others for our present conditions. It means others are the cause for things happening to us. So when there is acceptance, trust, recognition for the talents one has, one feels important and esteemed before others and feels at home in the group. On the contrary, when an individual feels unrecognized, when there is groupism, favouritism, not having trust and confidence on the persons by the authority, where the interpersonal relationship is lacking or some hidden agendas are working in the group the participants said they felt uninvolved.

In finding out ways and means to develop a sense of being at home when the participants are working the following were the suggestions that emerged from the discussion:

- Utilization of the human resources fully and giving freedom to use their resourcefulness and talents and appreciate their work.
- Create an atmosphere where teachers would feel the support of the authority and other members of the staff in their day-to-day work.
- Failure should not be condemned and each member needs to be supported to handle work and their efforts respected.
- There should not be partiality from the authority. There must be shared decision in an open climate.

### **Feedback from the participants :**

The facilitator asked the participants to give feedback for the session. One of them said, “The session was very enriching. This session gave the awareness of their own importance and necessity to get involved in different programmes in the school.” Another said, “This exercise taught to respect others and also to get involved in the activities without waiting for anybody to tell what to do.”

### **Observation :**

It was observed by the investigator that the participants were quite active in every phase of the session. Every one participated in the discussion. Each participant seemed to be very much involved all through the session.

## **4.2.0 Session 2 : “Team Building”**

This session included activities on Team Building. It consisted two steps of team building e.g. (a) Mobilizing the staff towards the purpose and (b).Interdependence.

### **Objectives :**

- To make the participants feel the need of co-operation of others in solving problems.
- To make them aware of fact that others also need them.
- To give the participants a realization about the necessity of their personal contribution to the school team in solving any problem that comes on their way.

#### **4.2.1 Introduction :**

Lack of teamwork and Co-operation is one of the most serious problems affecting any group. Hierarchical system is one of the causes for not having team spirit in our educational organization where teachers look at the principal for any decision to be taken. In the ensuring closed climate, teachers are being directed by the principal. There is hardly any individual or a group responsibility. There is fear and hesitation in expressing individual initiative. In a basketball team, each player is equally important. The team members, therefore, are highly interdependent to win the match. Each one feels fully involved in the game having the same goal.

The investigator used Downey's model to build the team. Downey (1994) has developed a team development and interpersonal relationship process. He speaks about seven steps that are linked to the team spirit.

#### **4.2.2 Seven Steps of Team Building :**

1. Mobilizing the staff towards the purpose
2. Working in collaboration and interdependence
3. Bringing about shared values and beliefs
4. Motivation
5. Recognize the faults of system rather than people
6. Staff Development
7. Communication and Feedback

The facilitator then said, "Let us try to understand all the above mentioned steps one by one and see how they can be applied in building ourselves into a team in the school."

### **Mobilizing the staff toward the purpose :**

Once the purpose of the system is clear to every member in the staff, teachers and other staff need to be mobilized like the team of basket ball players who are highly interdependent, position themselves to receive the pass and relay that pass to another team mate who is able to dodge the defender and score. In most of our schools, teachers work in isolation. This is because the school atmosphere and personal behaviours promote the idea that one group of teachers is more important than the other.

In the team, every member is equally important. Therefore, the principal needs to give equal opportunity and importance to every member of the staff.

### **Interdependence :**

Interdependency is one of the most important qualities of a good team. Therefore, it must become a part of the school culture that can be reflected by co-operative non-competitive members. The meaning of interdependence can be understood as “every one feels the need of every one”. Therefore a teacher teaching in the lowest class is also equally needed as a teacher who is teaching in the highest class of the school because without either of them school staff is incomplete.

### **Activity : “Game with cut pieces of papers”**

After finishing the explanations on the first and the second steps the facilitator said, “Now we are going to have an exercise.”

**Procedure :**

The facilitator asked for 5 volunteers to come forward for this activity. They were asked to sit in a circle. The rest of the participants were made to sit in the outer circle to observe what would happen in the inner circle.

The facilitator then gave an envelope to each player (Volunteer) participating in the activity and told them that each envelope contained equal number of pieces of chart paper cut in different patterns. If properly arranged they could be five squares of equal size.

**Instructions about the game :**

The facilitator gave the following instruction before starting the game:

- a. There should not be verbal or nonverbal communication among the players.
- b. No player may take the cut pieces from any one nor will ask for any unless the person gives it out by himself/herself.
- c. Each player will pass the pieces that she/he does not need.
- d. No player may give out the cut pieces directly to someone whom she/he thinks is in need of she/he may not throw it in the circle either.
- e. Observers will observe the game and write down what they see happening in the inner circle among the players.

Thereafter, the facilitator instructed the observers separately what is to be observed and reported. The following were the instructions to the observers :

- Who possesses the cards and who is insensitive to the needs of others in the playing group?
- Who is trying to match the pieces though in reality it is not fitting in the square?
- Is there any one who is not given any cut pieces and is made to struggle?
- When did they start co-operating with each other?
- Any violation of the rules by them either verbally or non-verbally

After giving the instruction, the players were allowed to open the envelopes and the play began. The game lasted until they were stuck and stopped playing or completed all five squares.

#### **Group report on the game :**

The facilitator asked the players first to speak out their experience and the meaning of the game. When they finished speaking, the observers also were asked to share their observation. The following were the report given by the players and observers:

- All the players were very competitive in their attitude.
- The tendency was to hoard the cut pieces for themselves.
- Some of the players were so self-centered they were not sensitive to others.
- Some of the players felt like talking and asking the cut piece that they wanted but they were controlled by rules.
- Some felt angry when others did not pass the cut piece they needed but could not ask for it.

#### **Feedback four the participants :**

When asked by the facilitator the participants gave feedback about the game. One of them said the game was very much relevant to their practical life because in the school there was not much co-operation. All are so competitive and insensitive to the needs of others just to gain name and popularity among students. Another teacher said, “This game gave us awareness of what we do in our life”. It taught us to work in collaboration and in the spirit of interdependence. It gave us better understanding about the teamwork. Still one of them said, “The game made us to accept that we need others in our work.” The next participant said that sometimes we are too scrupulous about the rules that we cannot take initiative to do something good.

#### **Observation :**

The investigator observed that during this session, the participants were quite open in sharing and were enthusiastic to work in collaboration. The players were strictly observing the rule of the game. After this game, they were seen to be so sensitive to the needs of others in the group. During the game, it was observed that no one could make the square due to the lack of co-operation with each other. Every one wanted to be the winner.

#### **4.3.0 Session 3 : “Team Building” (Contd...)**

The facilitator in this session focused upon another two stages of the team building namely : “Bringing a Shared Culture of Values and Beliefs” and “Motivation”.

**Objectives :**

- To make them experience the equal importance of each individual in the staff.
- To make it clear that favouritism brings dissatisfaction and chaos.
- To make them know that recognizing a person by his/her potentialities, empowers him/her and motivates to be more creative.
- To make them feel that the recognition of person's worth brings quality in his/her work and in the work of the team.

**Creating a Shared Culture :**

Creating an environment of fairness, openness, trust and respect for the dignity of others is the solid foundation of culture. Where those values are, there will be an effective interpersonal relationship among the members in the team. The poor and ineffective communication among the members of the group lead to misunderstanding, misinterpretation, anger, hurt feeling and distrust for others in the group. Hidden agendas occur which give birth to suspicion. There is closed climate, flip comments, artificial barriers and a lack of good rapport, which contributes a closed climate where ideas, feelings and creative thinking are not shared.

**Activity 1 : Role-play**

The facilitator announced in the group "Let us be ready for another exercise in the form of role-play."

**Procedure :**

The facilitator asked four volunteers to come forward for the role-play. They were made to sit in a small circle and others become observers

who watched them from outer circle. Then the facilitator read out a situation to be solved.

**Situation :**

There is dissatisfaction in the staff because the principal of the school takes decisions only with 2 or 3 selected teachers. He has fixed dates for a seminar on “Effective Communication” for teachers when some are busy correcting the answer papers of Board Examination. This is the topic of conversation among four teachers sitting in the staff room.

**Process :** The following was the conversation held by the 4 volunteers :

*Teacher A :* Do you know there is 5 days’ seminar on effective communication for teachers next week. I just heard from Miss K. She said that the principal had called her and Mr. S. to fix the date for it. Today she is going to call the staff meeting to inform about it. I also heard that she is going to make it compulsory for all.

*Teacher B :* What does the principal think? Will it work well, when many of us are busy correcting the answer papers of Board Examination? We just can’t sit on it for a long time.

*Teacher C :* I am not going to attend it. Right now, my priority is correcting the answer papers.

*Teacher D :* Neither will I, and I am going to tell other teachers also about it. Let only Miss K. and Mr. S. attend the programme along with the principal.

### **General Discussion on the Activity by the Participants :**

The facilitator asked the participants to speak out their observation, experience and feelings about the role-play. Some of the main points that were high lighted by the participants are the following :

- This situation is depicted from real life.
- The poor communication and favouritism brings tension and misunderstanding in the group.
- The group-shared decision was lacking.
- Such situation gives birth to groupism among the team members.

### **Observation :**

During the exercise, the facilitator observed that the participants were active and interested in the activity. They realized that the same situation and dissatisfaction arise in the classroom when the teacher decides certain things with few selected students.

### **Motivation :**

The facilitator explained that motivation is another important step of building a good team. It is a fact that every human being wants to be praised, honored and recognized for his/her performance. Being aware of this reality, the principal of the school needs to recognize the talents of each teacher and utilize their potentiality to the full. This helps them meet their needs for self-esteem and worth. Therefore, each member is given equal opportunity and freedom to use their excellence in educating pupils. Such empowerment and trust leads them to feel the sense of belongingness,

which leads to commitment and the sense of unity. In this way, a teacher is motivated intrinsically to work for common good of the school.

### **Activity 2 : “Hidden Treasure”**

The facilitator invited the whole group of participants and said, “Now let us have another small activity.”

#### **Procedure :**

The facilitator encouraged the participants and said, “Have a self reflection for five minutes to be aware of your talents and write them down in as many number as you can find.

#### **Sharing :**

*Step 1* : After the participants had done so the facilitator asked them to share their list of qualities with the person sitting next. The instruction given to the listener and the teller was while the teller is telling his/her talents the listener will listen attentively and approve them if he/she feels they are genuine. He/She can even add some more if there are and make the teller aware of them. When one has finished telling, the other one will start telling and the first teller will be the listener.

*Step 2* : After this sharing was over the facilitator invited them to share in the big group. This time each participant was asked to say five talents of his/her companion with whom he/she made a pair for sharing. So one of the participants Miss A told the group saying, “Miss L is my companion for sharing. She can speak well, crack jokes, is good at debate, is a good painter and she can write artistically.” The sharing continued in this pattern until everyone had finished sharing.

### **Feedback from the participants :**

The participants were asked to give feedback for the exercise they just had. It was said that this exercise helped them to know the members of the staff more than before. They also found that there were people with varieties of talents, which make their staff very rich. This knowledge about each other will help them to utilize their potentialities to fulfill the purpose of the school and to help students to have better performance.

### **Observation :**

During this session, it was observed that the participants were happy, encouraged and felt esteemed before others. They recognized each other with their uniqueness. They showed that they were ready to help the group with their talents.

### **4.4.0 Session 4 : “Team Building” (Contd...)**

During this session, the focus was upon three steps of team building : “Recognizing the faults of the System and Solving them”, “Staff Development” and “Communication”.

#### **Objectives :**

- To help the participants to work in co-operation in solving problems of the school.
- To make team realize that evaluating the system is an effective remedy to any organizational problem.
- To enable the participants to make group decision in solving problems.

### **Recognizing faults of the system and solving them :**

The facilitator clarified the point by giving example from day-to-day life when she said, “When anything goes wrong, everyone has the first tendency to put the blame on others accusing him/her to be the cause. This hurts the person and therefore to avoid the blame, persons avoid taking risk or to get involved. Therefore, today many organizations feel that on the process of fulfilling the plans and purposes, instead of inspecting individuals and finding fault with them, they should develop procedures, analyze system problems and bring necessary changes to remedy the situation. It has been felt that this approach leads the staff to work together as a school team. ’’

### **Activity : Role-play on “Problem Solving”**

The facilitator announced, “Now we will again have a role-play. I will give you a situation and you will have to work it out.”

### **Procedure :**

The facilitator invited six volunteers for the role-play. These volunteers sat in the inner circle for the activity and all others remained in outer circle to observe and listen to their conversation in the staff meeting. The observers were asked to note down their personal observation and comments. A role-play was carried out with the following situation.

### **Situation:**

“Some of the guardians have complained that maths teacher is often absent and so he has not been able to complete the syllabus. Students have

told the principal that he/she has not completed the course in all the classes. If the course is not completed, students will have very poor marks in the Board Examination.” So, the principal of the school has called the staff meeting to find remedy.

The following was the conversation of six volunteers in role-play:

**The Principal :** There are complaints from some guardians that syllabus is not completed in Maths. I enquired from students and they told me the same. In Board Examination, questions will come from the whole syllabus. I am worried students will do badly in the examination. I think we should bring some changes in our present system and make some norms to be followed by all.

**Teacher A :** Why to change the system just because of one person? It is better to approach the teacher concerned and solve the problem.

**Teacher B :** I too agree with teacher A, because the problem is with one subject. It is an individual problem.

**Teacher C :** I feel it would be good to make some norms which could be followed by all. This will solve the problem easily.

**The Principal :** Then please suggest what can we do? What does the group suggest? As for approaching the teacher concerned, I will certainly do.

**Teacher D :** If each teacher writes his/her lesson plan and gets signed by the principal every week end. I feel things will become easy. We could also sign on the syllabus chart every month. This would help us to be up to date. How do you like the idea?

**The Principal :** I think this is a very good suggestion. How many of us approve the idea? Let us show our hands if we agree to it.

**Teacher A, B, C, D, E :** (All put up their hands, saying) – Yes, we all agree to the idea.

**Feedback from the participants :**

At the end of the role-play, the group interacted. One of the participants said, “It was good on the Principal’s part that she did not prescribe the norm, instead she asked the staff to suggest”. Another participant said, “Recognizing the fault of the system and not the individual’s was something new to them and they all said that they liked it”. They realized that blaming the other person for the failure or the problem weakens the team.

**Observation :**

The facilitator observed that during this session the participants were very enthusiastic, at the same time very relaxed to know that there was no blame pinned on anyone. Solution of the problem at hand was the focus.

**Staff Development :**

The facilitator first of all introduced the aspect of staff development to say why this is called staff development. Here the Staff Development means a specific time set apart for training during the time of their service. It may be called in service training or the seminar for teachers of one school. It has the capacity to develop the personal and professional life of teachers.

Equal opportunity for ongoing education and training of teachers and other staff members of the school is one of the vital needs of today. This promotes the members to make continuous improvement in their area of work. We often find that development opportunities are available only for some and that too in a fragmented way. The school effectiveness will remain a dream if each member of the staff is not given this opportunity because then they learn from one another and from their own actions. The equal opportunity for development gives a sense of identity in the group and enables individuals to feel responsible for the team.

#### **Communication :**

The facilitator introduced the subtopic focusing upon team building and stressed on the importance of communication in the process of team building.

Communication is one of the most important factors, which makes a team strong and alive. Without communication, no group work is successful. Communication between the principal and the staff and among the staff members is very essential. Open communication that has been compared to the basketball team earlier should be applied in the school system. The interpersonal communication makes the environment of trust and openness essential for a staff to transform it into a high performing team. They respectfully listen to one another and try to understand different perspectives. There is great coherence among them. They share the issues respectfully and in a manner that honours fellow teammate's self-esteem.

## **Activity 2 : “Trust, Competition and Collaboration”**

After having completed the explanation of the concept the facilitator announced, “Now let us have another activity.” The name of this activity is “win as much as you can.”

### **Procedure :**

The facilitator divided the participants into four groups and gave 12 bits of papers for each group to indicate group choices. A black board was also ready to write down the scores of each group.

The facilitator gave the following information to the participants:

In this activity, the whole group either wins or loses. Every decision has to be a group decision. The participants have to make a choice each time on one of the bits of paper and hand it over to the leader. The leader gathers all the bits, announces the choices and the resulting score according to the direction given on the Choice Combination and Tally Sheet. There is one thing to note that your winning or losing does not depend on your choices alone but also on the choices made by other groups.

Then the four groups were asked to move to four different corners of the room, so that members could talk without any interruption in their own group. Unless the instructor permits, participants were not allowed to have any nonverbal or verbal communication.

Each group was asked to decide among the members how they would make decisions. The detail of choice combinations and tally sheet was written on the black board as well as given to each group.

The facilitator then said, "This activity has ten successive rounds." So, the groups had to choose either 'X' or 'Y' in each round. The pay off was as given in the scoring system for each round. The marks depended upon the pattern of choices made by all the four groups. The group members were to confer with their group partners for each round and make a joint decision. Once the groups had made their group decision to play either 'X' or 'Y' they noted it down on a bit of paper that had been provided to them and handed it over to the facilitator. She collected them and announced the results and the scores each group got. The group choices and the scores were noted down on the black board by the facilitator to be used for the final analysis.

Rounds 5, 8 and 10 were bonus rounds. This means whatever money the group won or lost was multiplied by 3, 5 and 10 respectively. Before round No.5 one representative from each group and before 8 and 10 more than one representative were permitted to meet at the center of the room, confer with each other for about 3 minutes and negotiated on a strategy. During the negotiation, only the representatives were allowed to speak and all others remain quiet. After the negotiations were over, each group had the discussion about the decisions taken by the representatives. When the 10<sup>th</sup> round was over the scores were totaled up and entered on the tally sheet.

#### **Choice Combination and Tally Sheet :**

##### **Direction :**

Ten successive rounds are played for which the groups will choose either X or Y. The pay off for each round is dependent upon the pattern of choices made by the different groups.

**Table : 4.1 Choice Combination**

When the choice is				Group Score
X	X	X	X	Each group loses Rupee 1.00
X	X	X	Y	Group choosing X loses Rupee 1.00 Group choosing Y wins Rs. 3.00
X	X	Y	Y	Group choosing X wins Rs. 2.00 Group choosing Y loses Rs. 2.00
X	Y	Y	Y	Group choosing X wins Rs. 3.00 Group choosing Y loses Rs. 2.00
Y	Y	Y	Y	Each group wins Rupee 1.00

‘X’ and ‘Y’ are the alphabetical symbols with which the four groups play. Each time the four groups choose any of these two alphabets; the possible choice combination will be one of the five patterns given above in the choice combination.

**Table : 4.2 Tally Sheet**

Round	Time allowed	Confer with	Choice	Won Rs.	Lost Rs.	Direction
1	2 mts.	Group partners				
2	1 mt.	Do				
3	1 mt.	Do				
4	1 mt.	Do				
5	3 mts. 1 mt.	Representatives Vs. Group partners				Bonus round pay off is multiplied by 3.
6	1 mt.	Gr. Partners				
7	1 mt.	Do				
8	3 mts. 1 mt.	Representatives Vs. Group partners				Bonus round pay off is multiplied by 5.
9	1 mt.	Group partners				
10	3 mts.	Representatives Vs. Group partners				Bonus round pay off is multiplied by 10.

### **General Discussion :**

After the activity was over, the facilitator invited the participants for the common discussion on the activity and sharing of their experience during the activity.

### **Direction for Sharing :**

- How did you make your choice in the group? What was the outcome?
- In this activity, can there be more than one winner group? Can all be winners?
- Did your group behave Co-operatively? Why?
- What did you learn about trust, competition and collaboration from this activity?

### **Summary of the Sharing :**

The participants acknowledged that they did not accept the decision made by the representatives of the four groups and changed their decisions due to the lack of trust. This was because each group was so competitive. Seeing the scores on choice combination sheet they thought if they choose 'X' they would gain. They never thought of Co-operating with other groups. The only aim was win over the other groups. They expressed their regret saying, "If only we had Co-operated with other groups, we would all have won." They also said that in their daily life most of the time they play win-lose game that brings disunity, suspicion and unhappiness in life as well as in the staff.

After the sharing was over, the facilitator asked them to reflect on two conditions :

1. Win-lose situation we meet with in our work place
2. Win-win situation we meet with in our work place

After 5 minutes, the facilitator again asked them to share their reflection. The following were the points that came in their sharing:

**1. Win-lose situation :**

- When the decision is made by the principal alone or with 2-3 members of the staff. In other words, when there is favouritism.
- When one or two members are dominating the whole group
- Task oriented leadership of the principal
- Disunity in the staff

**2. Win-win situation :**

- Equal opportunity for every one in the staff
- Trust and respect for the staff members
- Collaboration and sense of belongingness among the members
- Shared decision making

**Feedback from the participants :**

When asked to give feedback one of the participants said, "This activity was very effective. It made us realize the meaning and the necessity of co-operation in our teamwork." Another participant said, "This activity made us feel good that each one of us is valuable in the staff." The third participant said, "I wish this activity should remind us of co-operation when we are in disunity and in tension." Still another said, "This activity made us aware that groupism will never take us to success."

## **Observation :**

It was observed that all the participants enjoyed this session. There was unity in their small group to get more money but very much competitive with other groups. It was also observed that groups were so suspicious of other groups. None of the groups Co-operated with other groups. As a result, all the groups lost. Every participant was so active and was eager to know the result after each round. Bonus rounds 5, 8 and 10 were so exciting. All hoped for bonus scores but unfortunately they lost. Groups also seemed to enjoy when other group lost. At the end of the activity, they were all serious when they realized that the activity had resemblance to real life.

## **DAY TWO :**

### **4.5.0 Session 1 : “Vision and Mission Statements”**

This session included : (a) Sharing of significant learning from first day’s programme. (b) Vision and Mission Statement and their explanation.

#### **(a) Sharing of Significant Learning from First Day’s Programme :**

The facilitator after greeting everyone asked the participants to share the significant learning from previous day’s programme. Some of the sharing of the participants were the following:

Co-operation and Collaboration is necessary to make a good and effective team.

The win-lose activity gave the realization and awareness that most of the time we are busy with such activity.

The programme made us aware that everyone wants to win over other person.

Most of the time, in an organization like school, we are so much tied up by the rules. Matching the cut pieces, taught that if rules do not serve us today, they need to be modified together, because rules are simply man made and therefore he can change them according to the need and time.

**Objectives :**

- To give clear understanding of vision statement.
- To motivate the participants to contribute towards creating the institutional vision statement.
- To enable the teachers to realize the value of shared vision statement.
- To enable them to feel the need of a vision statement for any school of today.

**4.5.1 Introduction :**

Any work that a person does has a purpose and to fulfill that purpose one takes the means and measures in what ever way he/she can, so that he/she can get exactly what he/she wanted or aimed at.

Every organization either industrial or educational is working for quality in the new millennium. Industries are reframing their vision and mission statements to have quality production in today's context. They are giving more opportunities and facilities to the employees to get better service from them in return. Educational organizations like schools, colleges also need to work at quality education because quality education can only help people to think and work qualitatively in changing society.

Now, let us try to understand what the “Vision” and “Mission” are all about.

**Vision :**

The vision is a dream of the desired future to which the school is committed. It also looks beyond what we are doing today to what we want to be doing in future (Downey 1994). It is a rational utilization of resources that opens the way for innovations or the alternative activities and the innovations bring qualitative improvement on a continuous basis.

There is a constant change in the society and so are the needs of students. For this reason vision cannot be fixed or static but it is flexible in nature, which accommodates change. Thus, “a vision creates movement in school organizations and in individuals.”

**Activity : “Drawing”**

After having cleared the concept of vision, the facilitator said to the participants, “Let us have a small group project.”

**Procedure :**

The facilitator then divided the group into three and after having done so, each group was given two chart papers, and drawing materials. There after the facilitator gave the following instruction to the three groups saying:

Using your creativity and experience draw two pictures:

- (1) Presenting the reality of the school in which you are working today.
- (2) Presenting an ideal school or the type of school, you want after 10 years.

After getting the instruction, all the participants went in their own groups to do the project. After 30 minutes, all the groups were called back and each group had to present their work before all.

### **Presentation and Explanation:**

#### **Group 1 :**

Representing the present school today the group had drawn a picture of a big tree with dry branches. The dry branches symbolized the lifelessness and demotivating spirit of the staff, which was weakening the tree (school). The dry branches also symbolized the non-co-operation and disunity among the staff. Some teachers were aloof and inactive. This affected the achievement and the development of students very much because there was no single minded pursuit among teachers of the school.

The second picture was again a tree laden with fruits, because the tree gets enough water and care on time. They explained that they desire a school like this healthy tree giving so much fruits because of the collaboration of staff members and the guardians of the school children when needed. The fruits show the opportunity and situation that is given to students at the right time. The group expressed their desire to produce healthy students in mind, body and spirit who will be the great support to the changing society of tomorrow.

### **Group 2 :**

The second group also had a tree to represent the present school of theirs. They had green leaves on the tree with some dry branches. Green leaves represented some life in the tree. So it gives shade to people. There is hope to get fruits from the tree. They compared their school with this tree saying there is some life in the school. There is lifelessness at times but there are still some activities and attraction. There are people who appreciate the school.

The second picture of group II was beautiful scenery with hills and rivers. Their interpretation was that they would like to have their school with beautiful environment with all kinds of learning facilities for student. According to them, the environment is the first factor of the quality school where teachers and students are satisfied and happy which affects their performance. The river water quenches the thirst of whoever comes to it without any disparity. The school being the source of knowledge will quench the thirst for knowledge in the present competitive world.

### **Group 3 :**

The third group also made the picture of a tree with a hole in its trunk, which was being eaten up slowly by worms. They said their school is still like a shady tree but there are many weaknesses that should be taken care of immediately. e.g.: Negligence of teachers in their responsibilities, discipline, speaking in Hindi instead of English (being in an English medium school). They felt that their school was going through a slow death.

The second picture of this group was a lighthouse on a hill. This is how they would like to see their school in 10 years of time. The lighthouse

can be seen from far and it throws light up to long distance. Thus, it dispels the darkness. Their school after 10 years would be a lighthouse showing light to all who would want to see things as they are especially in the changing society. This simply means their school would improve in every aspect of learning and will be parallel to the changes, occurring in the society. Therefore, to meet this goal teachers will have professional as well as personal development and the school will have different learning facilities.

#### **Feedback from participants :**

The participants were asked to say how they felt during this session. Some of them said it was the first time they heard about Vision. Having a vision is good because it gives meaning to life. It gives them direction to the school activities and a personal vision motivates persons.

#### **Observation :**

It was observed that participants were very eager and Co-operative in their small groups. They were so creative in their thinking and drawing. They were, quite open to acknowledge that some teachers remain indifferent when there is some activities in the school. They expressed their regret and acknowledged that teacher-student relationship was not satisfactory. One group expressed happiness that the school has prepared many good officers who are doing well in their working places. Many guardians have appreciation for the school but they feel that there are so many areas in which the principal and the staff have to work out together.

#### **4.6.0 Session 2 and 3 : Vision and Mission Statement (Contd...)**

This session included (a) The explanation of Mission (b) Exercise on Vision and Mission Statement.

##### **Objectives:**

- To make the participants aware who they are and why they are in the school.
- To make them think what does their service mean for students and the people.
- To motivate and involve them in formulating the Mission Statement for the school.

##### **Mission :**

Before undertaking the process of mission statement, the facilitator explained the meaning of the term mission.

The word “Mission” means ‘sending’ or ‘delegating’. This indicates that someone sends or delegates someone for specific purpose. Therefore, those of us who are in education have a purpose to fulfill. When we speak about “Our Mission”, as teachers in the school, it describes our aim and our general action. It is achievement oriented. Therefore, it indicates what we are trying to accomplish for our students (Downey 1994). It can be understood as general purpose, or educational goals of a school. It is the foundation on which all-educational programmes and services are built. Therefore a mission statement describes answers to some questions like :

- (a) What is our service for?
- (b) Why are we in school business?

- (c) What does our service mean for the students and other beneficiaries both internal and external.

Mission Statement contributes to school in many ways that can enhance the effectiveness. For example, it gives direction to the units of the school. It provides guidance for administrative decisions regarding the overall direction to institution. It enables to establish a blue print for the development of processes for assessing and implementing institutional effectiveness (Pillai, 1998).

#### **Shared Vision and Mission :**

Where there is directive leadership, the leader decides the vision and the mission and tries to influence others to embrace the idea. Often staff members find it uncomfortable. It is far from what is practical for them. It seems unreal. Though leaders have a sense of vision and mission, others too need to share them. So, by the exercise of mandate cannot help in establishing vision in an organization (school). Therefore, each person's personal vision must be translated into shared vision because it is important to bind people together around a common identity and sense of destiny (Senge, 1990). Researchers like Johnson (1994) Pillai (1994) and Harris (1998) stress that the shared vision must be transmitted to each member in the school who should be motivated to commit them selves to it.

#### **Activity :**

After having explained the "mission," the facilitator announced; "Now let us have another activity."

**Procedure:**

The facilitator asked the participants to fantasize every activity that takes place in the school and the people coming into the school compound. For example, Children of the school coming from the town, colonies, villages, children coming from every background, teachers, parents and guardians of the school children. Recall, what type of services do you give and to whom? How do you give your service?

All of them were asked to formulate a vision statement and Mission Statement individually. The basic elements that should be reflected in vision statement and mission statement were given by the facilitator.

**Basic elements to be reflected upon :****(a) Vision Statement :**

- (1) How can you make a better school, leaving the other schools outside?
- (2) What kind of education do you want to impart in order to create a desired society?
- (3) What would be the values and priorities underlying this bright new school?

**(b) Mission Statement :**

- (1) Who receives the service (who are the beneficiaries)?
- (2) Who performs the service?
- (3) What is the purpose of our service? (What ends, what customer needs are being met)?
- (4) What are the basic means to achieve our purpose (How do we achieve our purpose)?

**Sharing :**

After 15-20 minutes the participants were asked to go in their own small groups, share their ideas and make a separate vision and mission statement together.

**General Discussion :**

When the three groups were ready with their vision and mission statements they were called back to the big group. The facilitator then asked the groups to present their statements in the general group. The representatives of each group read out the statements they had written. First, the vision statements were taken up. The statements of each group were written on the blackboard and the whole group decided a consolidated statement. The same process was followed for the Mission Statement. However, some of the participants felt it was too early to finalize the statement and felt that they needed more time to reflect on them. So, the group decided that two representatives from each group would sit together and make the necessary modification in framing of the statements. Later, the reformulated statements were once again presented before the general group and a general consensus on the formulations was arrived at. The following are the statements:

**Ursuline English Medium School**

**Muri**

**Vision Statement :**

*"It is our endeavour to commit ourselves to work for the all round development of students and guide them to be sincere, competent, responsible and industrious through enhancing the quality of their learning.*

*We work in an atmosphere of honesty, respect, trust and interdependence, using the unique gifts of each person fully. We strive to contribute to the nation by developing our students to be honest and just citizens."*

**Mission Statement :**

*"It shall be the mission of the school to make the students efficient and competent individuals by providing sufficient opportunities that facilitate growth of students so that they may contribute to the society in its improvement and excel in their own life."*

After having finalized the written Vision and Mission Statements, they were presented to the principal of the school to be printed and exhibited on the general notice board of the school, in the office and also in the staff room. It was also decided that it would be printed in the school diary. There was a proposal to have a pictorial presentation poster of the

vision statement of the school in the school dairy and also on the school wall to remind each member of the school.

**Feedback from participants :**

The facilitator asked the participants to give their feedback on their learning after the session was over. They said that the idea of vision and mission was very empowering. The statements they formulated helped them to own them and their movement would give them a new direction. The participants also said that they felt happy to use their creativity and talents in drawing up the statements. It made them aware of their responsibility towards students, society as well as the country at large.

One of them said, "This is the guideline for the whole school system and therefore every activity in the school will follow it." Another participant acknowledged by saying, "Since these statements are not imposed upon us by the authority I am happy and comfortable with it. It is our own." Another participant said, "The time for queries and discussion made everyone clear about what we teachers are called to contribute to students and the society."

**Observation :**

The investigator observed that during this session the participants were involved very actively and serious about the project. There was Co-operation among the participants. They seemed to be happy having new hopes.

It was observed that the participants were happy to share their ideas and talents with each others. There was team spirit among them. It was

observed that everyone copied the statements that showed that they acknowledged their own work. Everyone was so enthusiastic about the vision and mission statements formulated by the group (staff).

#### **4.7.0 Session 4 : “Transactional Analysis”**

In this session, the facilitator focused upon helping participants discover their own personality dimensions using Transactional Analysis.

##### **Objectives:**

- To help the participants to become aware of their own ego states.
- To help them to become aware of their predominant ego state from which they communicate with others.
- To make them aware of their unconscious behaviours that come due to the habit.

##### **4.7.1 Introduction :**

Eric Berne’s model of Transactional Analysis was adopted by the investigator to help them to discover their own behaviours. Before introducing this behavioural theory, the investigator asked the participants three questions recalling their past :

##### **Questions :**

1. Why are we the way we are?
2. How do you behave today, which resembles the way your father or mother behaved?
3. How do you behave today, which resembles the way you yourself behaved when you were a child?

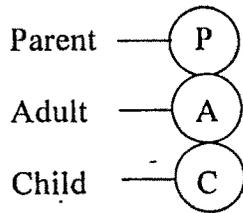
After the participants answered the questions individually, the facilitator invited the participants to have a short sharing of 5 minutes with the one, sitting on their right. When it was over, she told the participants that they should keep these questions in mind when they learn about the transactional analysis during the intervention programme.

Then the facilitator continued the conceptual clarification of the topic and said – Transactional Analysis is a theory of human behaviour based on Dr. Eric Berne’s discovery that every normal human being has three sets of behaviour. Each set of behaviour has its own kind of thinking, feeling, deciding and acting. He named these sets as parent, adults and child and called each one an ego state. Eric Berne’s Transactional Analysis is concerned with four kinds of analysis :

- **Structural Analysis** : The analysis of individual personality
- **Transactional Analysis** : The analysis of what people do and say to one another.
- **Game Analysis** : The analysis of ulterior transactions, leading to pay off.
- **Script Analysis** : The analysis of specific dramas that persons compulsively play out.

Eric Berne has defined the ego state as “a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behaviour”. According to this theory, each person has a set of parent ego state, Adult ego state and child ego state.

**Figure : 4.2 A Personality Structure**



**Activity:**

The facilitator the said “Let us have a small activity”.

**Procedure:**

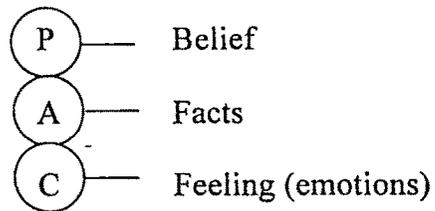
The facilitator wrote few words on the black board and asked the participants to make one sentence using each word. The words were : School, Picnic, India, Teaching, Students and Ice-cream.

The participants made varieties of sentences using the stimulus words given to them and it was found that any sentence that we make can be either opinion or belief, factual or a statement and feeling.

- e.g.:
- |           |   |                                      |
|-----------|---|--------------------------------------|
| School    | – | I go to school everyday. – Statement |
| Picnic    | – | The picnic was good. – Opinion       |
| India     | – | I love India. – Feeling              |
| Teaching  | – | Teaching is a good job. – Opinion    |
| Students  | – | Students must work hard. – Opinion   |
| Ice Cream | – | Ice cream is liked by all. – Opinion |

The facilitator then told the participants that the ego states are consistent pattern of behaviours with thoughts and feelings proceeding it.

**Figure : 4.3 Source of our behaviour**



**Feedback from Participants :**

The participants said that they were not aware of their own behaviour pattern and that it was something new that they learnt especially the categories of their sentences and their sources namely, Belief, Facts and Emotions.

**Observation :**

The investigator observed that the participants during this session were very attentive and quite eager to learn their ego states. They were asking many questions most probably to confirm their own ego state.

**DAY THREE :**

**4.8.0 Session 1 : “Parent Ego State”**

This session will include the sharing of significant learning of yesterday and The Parent Ego State.

The participants were asked the significant learning from the previous day by the facilitator. The following were the learning mentioned by the participants.

- Vision and Mission Statements are only a help that give direction to bring improvement in our work.

- The activities gave good chance to be aware of our own weaknesses and lacking that need improvement.
- We are modeling our behaviour after our significant past.
- The behaviour of any person has its effect on the other person.

**Objectives :**

- To enable the participants to develop their personality by self-acceptance as well as acceptance of others
- To facilitate self-awareness of their parent ego state while transacting with others
- To develop healthy self-concept
- To make them aware of their prescriptive and rescuing behaviour in the classroom teaching.

**4.8.1 Introduction :**

The Parent ego state is a set of feelings, attitudes and behaviours pattern that those of a parental figure. Therefore, parent ego is manifested in ones' language, intonation, normative attitude and sometimes posture and mannerisms of one or both of the individual's parents.

Parent ego starts right from birth. It develops by copying (imitating) our parents. So, it is a typical behaviour of parents towards the child. e.g. :

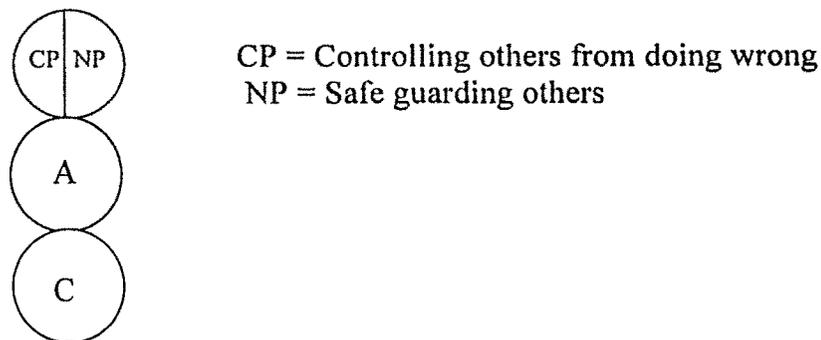
- Giving order
- Teaching behaviour – moral teaching
- Caring – giving or providing something
- Protecting – overprotecting
- Loving – over fondling

- Punishing – physical punishment, withholding love, showing anger, scolding, admonishing, ridiculing, calling name, like stupid, foolish, good for nothing etc.

Eric Berné has categorized the parental behaviour into two :

- (a) Critical (Controlling) parent
- (b) Nurturing Parent

**Figure : 4.4 Categories of paternal behaviour**



At times parents give command, punish their children, teach how to behave and prescribe some norms in order to control their child. These behaviours are controlling behaviours.

The nurturing parent behaviour would be showing care and love, protection, appreciate and show acceptance. The nurturing behaviour speeds up the growth of child in the person..

The Parental behaviour is categorized into four :

- |                    |     |                    |
|--------------------|-----|--------------------|
| Controlling parent | (1) | +CP = Normative    |
|                    | (2) | -CP = Prescriptive |
| Nurturing parent   | (1) | +NP = Supportive   |
|                    | (2) | + NP = Rescuing    |

### How to identify these behaviours?

+CP : makes norms like : follow the rule, modeling behaviour, see the appropriateness of subordinates behaviour e.g.

- (1) "Keep quiet when I am talking in the class."
- (2) "You should respect the elders."

-CP : Being critical of the behaviour of others, imposing norms on others, quick judgment, e.g.

- (1) "You must quietly do what I tell you to do."
- (2) "I don't like the way you laugh in the class."
- (3) "You are really a stupid boy."

+NP : The identifying behaviours are like encouraging, providing the necessary conditions for improvement, patient and being empathetic. For example,

- (1) "Well done, boy! Carry on".
- (2) "Don't worry, next time try to do better."

-NP : In rescuing behaviour, there is dependency relationship so the individual has the superiority attitude. He/She thinks of rescuing the incapable and thus makes the person more dependent. For example,

- (1) "Did you get the answer? Come, I will help you."
- (2) "If you have any problem, come to me."

The negative controlling and nurturing should be avoided in classroom teaching.

**Activity :**

After having completed the explanation of Parent ego state the facilitator said to the participants, now, get ready for an individual exercise on self-awareness. She/He then asked the participants to recall at least two specific behaviours of their own which they picked up either from father, mother, teacher or any of the parental figures.

After having recalled for 10 minutes, the facilitator asked them to go in pair and share those two behaviours which they would like to improve and also tell the companion why they like to improve and how can she/he improve?

Examples : “I want to get rid of the anger and giving physical punishment. I like to improve in these because it does a lot of damage to the other person and me. These emotions are the cause of many other unhealthy actions. I will control my emotions especially my short temperament which leads me to punish.” When the sharing was over, they were called back.

**Feedback from Participants :**

When asked by the facilitator the participants said openly that these realities of life they had never known before. This programme has opened our eyes they acknowledged. They expressed their desire to learn more about it to develop their own personality structure and improve their own behaviour.

**Observation :**

The investigator observed that the participants were so active and eager to know things and were asking many questions to clarify their doubts. All were writing notes not to forget. A few had language problem so they could not follow well but their doubts were also cleared in Hindi.

**4.9.0 Session 2 : “Child Ego State”**

It was the continuation of the same topic. The facilitator focused upon “Child ego state”.

**Objectives :**

- To help the participants to identify their Child ego state from which they behave most frequently.
- To help them to be aware of their negative child behaviour with the students in the school and overcome them.

**4.9.1 Introduction :**

The Child ego state is a state of feelings, attitudes and behaviour that are relics of the individual’s own childhood.

It is manifested in childlike and childish behaviour and attitudes and archaic modes of relationship and communication. The Child ego state (C) is that part of our personality which we bring with us from our birth through childhood into the present moment of our existence. It is that part of us which gurgles with joy, whimpers with distress, shouts for glee, feels sad or miserable, wants to be important and well spoken of, is a replay of certain moments when we were little kids. This is also recording terror, agony and



frightening experiences of the past. It can also be called the source of our emotional responses.

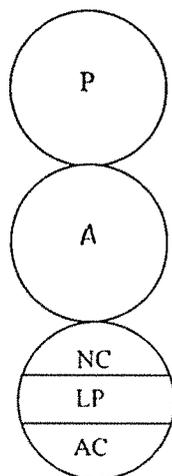
The natural behaviours of a child are to be inquisitive, affectionate selfish, playful, whining, manipulative, and possessive etc. e.g. when guests come home the child wants to draw every one's attention, so he/she wants to carry the tray of tea but drops it. The mother scolds her saying "You can not do this much also." Now the child starts crying or she closes herself inside the room. This childish behaviour may remain throughout her life. Here the actual behaviour of the child is drawing attention of others and getting praise from them.

The three possibilities of the development of Child ego state :

Eric Berne's theory says that the Child ego of a person develops in three ways:

- (a) Natural Child
  - (b) Adapted Child
  - (c) Little Professor
- Rebellious Child
- Compliant Child

Figure : 4.5 Development of Child Ego State



### *Natural Child (NC) :*

The Natural (free) child in a person expresses himself/herself spontaneously as a child would do. For example, to get what is needed and also desired, satisfy the hunger and gratification of its desires, showing joy when gratified, show anger or frustration when does not succeed to get what is demanded. Natural child can be shown in two ways. Positive (+) and Negative (-). The qualities of +NC are Innovative, intuitive, active, jovial and very expressive. Where as -NC known as bohemian, are too fun loving and scatterbrain, enjoy experimenting ideas primarily for fun.

Teachers with +NC ego are innovative in their teaching and can make the class lively and interesting. They can become very effective in their classroom teaching. They can motivate the slow learners with their innovative ideas and methods of teaching. On the other hand teachers with -NC ego is fun loving. He may find difficult to keep discipline in the class. There is danger of drifting away from the topic. Once if students come to know this, they may not listen to the teacher and then teacher may become angry and frustrated for not being able to keep the class in discipline.

### *Adapted Child (AC) :*

The modifications of the natural impulses are necessary and for many children the training and direction are very repressive. Resultant their natural expressiveness is lost and develops in either of the two ways. He/She may become either Rebellious Child (RC) or Compliant Child (CC).

**(1) Rebellious Child (RC) :**

Rebellious Child in a person only means being a bully. The person of this ego rebels against any authority figure that is imposing on him/her. Saying “no” is the significant characteristic of rebellious child. Rebellious Child ego is of two types : +RC known as confronting and –RC known as aggressive. +RC can say no when needed and has the ability to confront and explore the problem. He/She is frank at the same time sensitive and has respect for the feelings of others. On the other hand –RC is very aggressive and fighting person. Usually people avoid such people.

Teachers with +RC ego have the gut to confront the problem that comes in the class or in the school, they are very frank and open to say the reality even if it is something negative but they respect the person. Therefore, such teachers will not scold the child in front of others but call separately and say the truth for his/her good. Nevertheless, teachers with –RC ego will be very aggressive and angry for little thing. He/She pours out his anger anywhere and says the reality in a hurting way. Children are frightened of these teachers and are disliked by every one. In schools, such teachers are given name by their students.

**(2) Compliant Child (CC) :**

The investigator has mentioned earlier that for many children training and direction are very repressive. As a result, the person develops lot of inhibitions in life. He/She is tied up by many regulations, is hesitant to come forward to face situations, and depends on others to make decisions. Some of the visible behaviours of adapted child are trying to please others, obedient, conformities, sulking, withdrawing etc.

Compliant child ego has also been spitted into two. +CC known as Resilient and –CC, called Sulking. People of +CC ego are adjustable and conformed, have the ability to socialize, are ready to learn from others and there by accept the ideas of others. They can change their approach when required.

Teachers with +CC ego can adjust easily with any group of students. They do not impose anything upon their students but leave them free to decide. They ask students to give ideas when need comes. e.g. when any problem comes in the class, respect their decision. Teachers with –CC ego have the inability to say no, and so live more like slave, keep quiet even if feel bad about something. They cannot express their feelings openly. Therefore, teachers of this kind will have hard time in the class because they will not be able to maintain discipline. They will never say anything to students even if they make noise and disturb the class. Such people avoid the authority because they will have to talk to them. So not to hurt or humiliate students or any person, the teacher will quietly sulk away without letting the people be aware of his/her dislike.

Another discernable part of child ego is called Little Professor (LP).

***Little Professor (LP) :***

The little professor is that part of the Child ego state that is innately intuitive, creative and manipulative. The little professor figures things out and often believes in magic. The intuitive little professor is still active after a person has grown up. For example, a person can sense the meaning of the boss's tensed jaw, though sometimes he may be wrong. Such people can also create something original without guilt or fear.

### **Activity : (Fantasy)**

After having completed the explanation of the concept on child ego state, the facilitator announced saying, “Now let us be ready for another exercise on Child ego state.”

### **Procedure :**

The facilitator gave the participants the following instructions :

- (1) Think back to the methods – Verbal and nonverbal that were used to train you. Try to compare what you wanted to do (e.g. climb on Daddy’s lap, stay up late, play outside with the kids), with what you had to do (e.g. go to bed early, do your home work before going to bed, stand straight when you talk with elders).
  - What words, looks were encouraging you?
  - What words, looks were keeping you in line?
  - What limitations were set on your activities?
  - Were these rational and necessary or were they unnecessary inhibiting?
  
- (2) Now select a specific incident and in your imaginations re-experience it.
  - See again who was there
  - Hear what was said
  - Feel again what you felt then
  
- (3) What were your patterns of adaptation to parental demands?
  - Did you comply? When?

- Did you withdraw? When?
  - Did you procrastinate? When and how?
  - Was one of these behaviour patterns more predominant than the others?
  - How do you see these patterns operating in your life now?
  - Which of the adaptations remain now?
- (4) If you have discovered adaptive patterns that now hinder you, think of opposite behaviour :
- If you usually comply with people's demands, what would it be like if you refused?
  - If you frequently withdraw from others what would it be like if you got involved with them?
  - If procrastination is your style, what would it be like if you stopped stalling and made some rapid decisions?

#### **Sharing in Small Group :**

The facilitator asked the participants to share in small groups of three. Persons were free not to share certain things if they felt to keep secret.

After the sharing was over the facilitator encouraged them to work on the points that the individuals themselves felt they should improve.

#### **Feedback from Participants :**

The participants were asked to give their feedback for this session and some of them said they had never realized that they were continuing their child behaviour.

**Observation :**

It was very interesting to observe the participants to be so eager and happy to know their adaptive behaviour. They were happy to recall their childhood and also remembering how the parents were training them and binding them with so many regulations made by them and now they themselves are doing the same on their children and students.

**4.10.0 Session 3 : “Adult Ego State”**

During this session, the investigator focused upon the Adult Ego State.

**Objectives :**

- To help them to develop more in the personality structure of adult ego state by becoming more rational.
- To help them to be more impartial, understanding, encouraging and punctual
- To enable them to be aware of the current realities and take decision, without being affected by the Parent and Child ego state of one self.

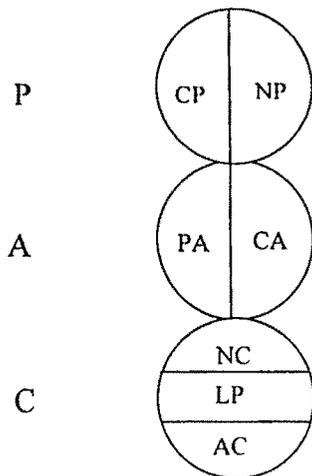
**4.10.1 Introduction :**

The Adult ego state is that part of our personality which is concerned with facts, with data, with information, with reality testing, and with experience in the present moment of time. There is gathering and storing of information, correlating of old and new data, decision making based on data.

Pearl Drego has identified two aspects of people's behaviour when they are working with their Adult Ego State.

- (a) Photographic Adult (PA)
- (b) Combining Adult (CA)

**Figure : 4.6 Two aspects of Adult Ego State**



**Photographic Adult :**

It is that part of one's personality that perceives what is happening, it records in the brain, remembers it, reports on it and on other things.

**Combining Adult :**

It is that part of personality that makes calculations about what comes, from the photographic adult and about what is stored in memory. The combining adult can make prediction and calculates probabilities. It can do most of reasoning.

Thus the Adult ego state is an independent set of feelings, attitudes and behaviours that are adapted to current realities and not affected by the parental prejudice or archaic attitudes left over from childhood.

Therefore, the Adult Ego State is the executive of the personality that takes decisions and a person works like a scientist.

In real life, a person who operates primarily as constant Adult is consistently objective, uninvolved and concerned primarily with facts and data processing and therefore may take much time to decide. This person may appear unfeeling and unsympathetic but may not empathize with someone who has a headache and may be a bore at the party. With a principal of such ego state, his/her staff (Subordinates) would be unhappy because the constant Adult gives them very little stroke.

As teacher, one needs to develop the Adult and take the rational decision. Therefore, she/he needs to be aware of the information from outside and inside. So teacher's own belief about teacher behaviour and the prescribed behaviour from outside e.g.: understanding, impartial, punctual kind and forgiving, encouraging, and appreciating as well as mastery in the subject taught, help her/him to take decision in the school and in the classroom.

**Activity : (Role-play)**

The facilitator then said let us have a role-play for which we need 7 volunteers. The activity is the conversation among six teachers representing NC, CP, A, NC, RC and CC.

**Procedure :**

The facilitator made the seven volunteers sit in a small circle and all the rest of the participants sat outside the small circle to observe their

behaviour, and listen to their conversation. The volunteers had to choose their role according to their likeness. After this, the facilitator read out a situation on which they had to hold their conversation.

**Situation:**

“A student of class VIII names Kamla has been caught cheating in the examination a second time. When she was caught first time, she was given a warning and the school had made her promise that she would not repeat the behaviour. Now the principal has constituted a committee of 6 teachers to suggest what action should be taken against the students”.

*The Principal* : You very well know why I have called you. Today a student of class VIII named Kamla has been caught cheating in the examination for second time. Moreover, last time she had promised that she would not repeat it again. Now what punishment do you decide to give her?

*Teacher 1 (NP)* : I feel she could be given another opportunity. I know she comes from a poor family. Perhaps she did not get time to study. I will talk to her and her mother and see that she does not repeat again.

*Teacher 2 (CP)* : There is no point of giving another opportunity since this is second time she has been caught cheating. If we forgive each time, others will also dare to cheat. In my opinion, she should get a befitting punishment by expelling her from this examination. She will learn a good lesson and never do it again.

*Teacher 3 (RC)* : What ever it is but I don't agree with you. You are always strict on the students. If you are taking this decision, I will boycott this meeting.

*Teacher 4 (NC)* : Why to be so much bothered about small things. There may be so many who also are doing it but they are not caught. She has accepted the mistake, that is enough. Let us give another warning and let her go.

*Teacher 5 (CC)* : I have nothing to say about this matter. Whatever the group decides, I am ready to accept.

*Teacher 6 (A)* : I feel we must take some decision so that it is not repeated again by her and other students. This should not be considered as a small matter. Since this student had promised not to repeat the action, giving some punishment is all right. It will make her realize her own mistake. We must also make some regulations regarding this so that each time we don't need to sit and decide again.

**The principal:** I feel this is a good suggestion. How many of you agree with this idea?

**Feedback from Participants :**

The participants were asked to give feedback on this session and some of them said that they mostly behave from their Parent ego state and Child ego state. There should be some training now and then so that teachers can have the opportunity to learn and develop themselves.

**Observation :**

The facilitator observed the participants during this session and found them so keen in learning the adult behaviour. There was an active participation in the activities. The exercise was an interesting one. It was

felt that the participants had understood the three ego states well and were able to recognize their characteristics.

#### 4.11.0 Session 4 : “Contamination in our personality”

In this session, the facilitator focused upon the topic “The intrusion (contamination) in our personality.”

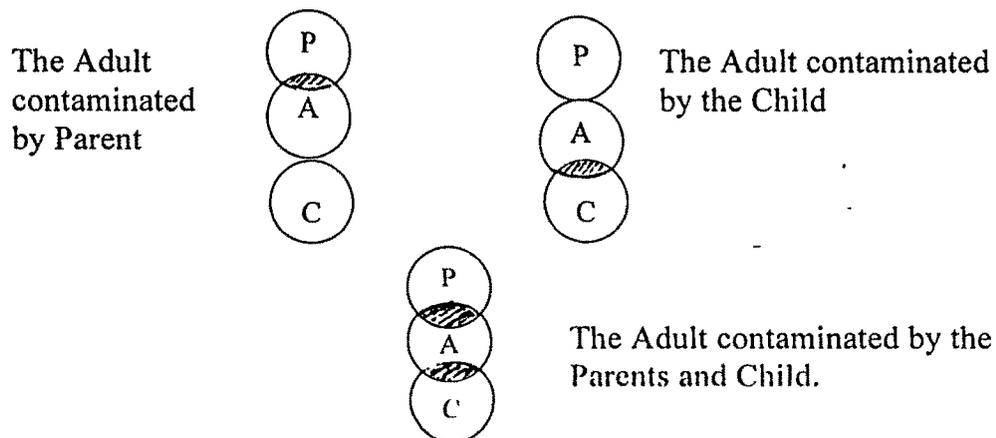
##### Objectives :

- To help the participants to be aware of contamination in one’s personality
- To help them to avoid prejudice against others due to the adult being contaminated by parent ego. This will keep them free from labeling people.

##### 4.11.1 Introduction :

Contamination can be thought of as an intrusion of the parent ego state or the child ego state into the boundary of the adult ego state. Therefore, the clear thinking of adult is often spoiled by contamination.

**Figure : 4.7 Contamination in personality**



Contamination occurs when the Adult accepts some unfounded Parent beliefs, prejudice or superstition as true (fact) or Child distortions like fear and justifies these attitudes by rationalizing. Such intrusions are some of the problems in our personality.

Therefore, prejudicial statements are voiced as facts when the Adult contaminated by the Parent. For example, (1) Children cannot be trusted; (2) Girls always make fuss about food.

In some other cases, there is severe contamination from the child ego state because of some delusion. Such people in delusion feel being persecuted, being spied upon, being poisoned or plotted against and in extreme cases they feel they are the ruler / saviour of the world. The statements they make are:

1. Everyone is against me.
2. No one likes to be with me.

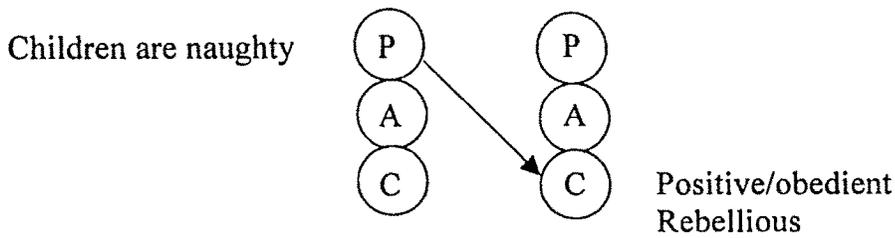
A teacher usually has three different behaviours in the class :

#### **I. Dictatorial Authoritarian Behaviour :**

When a teacher has some prejudice against children and the Adult is contaminated by parent ego, he/she will make statement like, “Children are naughty.” “You are stupid.” Teacher has negative attitude towards students.

Therefore, in his/her class children will be either passive, obedient or rebellious.

**Figure 4.8 Dictatorial Authoritarian behaviour**



## **II. Democratic and Participative Behaviour :**

This is the appropriate behaviour of a teacher in the classroom. Teacher treats children as equals and so gives opportunity to participate, come out with ideas and interact. This is where the learning takes place because teacher and students all are active and being active gives space for learning.

## **III. Compliant Behaviour :**

A Compliant teacher is a pleasing person. She/he cannot say no and is obedient. Such teacher wins popularity by giving in to the demands of students, colleagues and the principal. They often cannot take decision and depend on others to take decisions for them. They in this way buy trouble for the institution and for themselves.

### **Activity :**

The facilitator announced in the group – “Let us have an activity.”

### **Procedure :**

The facilitator said, “I will give you a situation and you have to write down the expression in all the three ego states.”

**Situation :**

- (1) "Teacher's reaction when students have not made the home work."

Parent \_\_\_\_\_

Adult \_\_\_\_\_

Child \_\_\_\_\_

- (2) Teacher's reaction when the child does not come to school regularly.

Parent \_\_\_\_\_

Adult \_\_\_\_\_

Child \_\_\_\_\_

- (3) Parent's reaction when the child failed in the examination the second time.

Parent \_\_\_\_\_

Adult \_\_\_\_\_

Child \_\_\_\_\_

After every body had completed the work, the facilitator asked each one of them to read out their sentences one by one to make sure about their correctness.

**Feedback from Participants :**

When asked the participants, they told that the session was interesting. They also expressed that it is difficult to realize that there is some contamination in our behaviour. It is also difficult to recognize the ego state unless someone tells us. Some said it is very useful for there teaching profession.

**Observation :**

It was observed that the participants were very interested to learn their own behaviour and the behaviour of their own colleagues. They were clarifying their doubts. This showed they were eager to learn to develop their personality structure.

**DAY FOUR :****4.12.0 Session 1 : “Egogram” and “Communication”**

This session included the sharing of the significant learning and new possibilities that took place yesterday, “Egogram” and “Communication.”

**Significant learning of yesterday’s sessions :**

The participants were asked to tell the significant learning from Yesterday’s class and they told that

- It helped to develop healthy self-concept.
- Self-confidence to face problems and challenges.
- We behave either in the determined, habitual manner or in appropriate manner.

**Objectives :**

- To help the participants to construct their own egogram.
- To make them aware of their own dominant ego state.
- To help the participants to discover their own pattern of communication based on the theory of ego states.
- To enable them to recognize verbal and nonverbal communication while transacting with others.

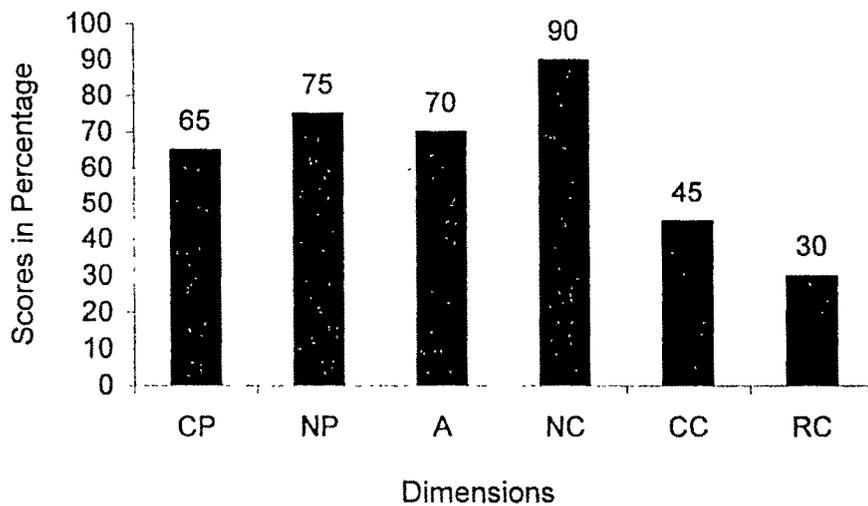
- To enable them to practice appropriate communication.

#### 4.12.1 Egogram :

In any individual, the total amount of psychic energy in the three-ego state of a person is a fixed quality. The change is possible by shifting the energy from the manifestations of one of these ego states to another.

The egogram is a bar diagram build on a horizontal line that is divided according to the descriptive elements of ego states: CP, NP, A, NC, RC and CC. To construct one's own egogram, an individual reflects on how much time she or he spends in each of the descriptive elements and intuitively draws a bar to indicate the proportions between each.

**Profile : 4.1 Egogram**



Though the available energy is constant, if one wants to improve in any area she/he finds out how it can be improved and works it out.

### **Activity 1 :**

After having completed the explanation on egogram, the facilitator asked the participants to draw their own ego gram. When they had all completed drawing, they were told to share in the group of three and get their egogram confirmed by their companions.

When the sharing was over, the facilitator started another topic “Communication”.

#### **4.12.2 “Communication” :**

The facilitator explained the topic “Communication” in “Transactional Analysis” model.

Each individual communicates with others operating from his/her ego states. It can be verbal or non-verbal, physical or symbolical, genuine and counterfeit. For the communication, two persons are necessary. There should be two-way communication. One is message sender and the other is respondent. Eric Berne has identified two commonly distinguished communication :

1. Simple: (a) Complementary  
(b) Crossed
2. Complex: (a) Ulterior or Duplex  
(b) Angular

## 1. Simple Transaction :

### (a) Open Complementary or Parallel Transaction :

Berne describes a complementary transaction as “One which is appropriate and expected. It follows the natural order of healthy human relationships.” Transactions are complementary when the message and reply are such that only one ego state is used by each person for communication. The ego states of each are in alignment. Simple transactions are those which takes place at the social level of communication only. They have no hidden agenda or secret understandings or ulterior messages. There are five kinds of commonly used complementary simple transactions.

Parent – Parent, Adult – Adult,

Child – Child or Parent – Child and

Child – Parent transaction.

Example :

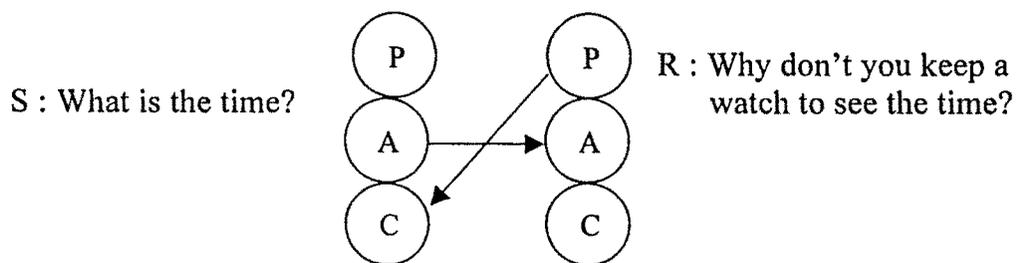
1. P  $\leftrightarrow$  P : Speaker – Class VIII is very naughty class  
Respondent – Yes, once they must be punished.
2. A  $\leftrightarrow$  A : Speaker – Sonal, when do you get up in the morning?  
Respondent – Sir, I get up at 5.00 a.m.
3. C  $\leftrightarrow$  C : Speaker – Somu, let us run away from the class before teacher comes.  
Respondent – Yes, that is good idea.
4. P  $\leftrightarrow$  C : Speaker – Miss. Geeta, I want you to take the class of Mr. Samir.  
Respondent – Yes Sir, I will surely do it.
5. C  $\leftrightarrow$  P : Speaker – May I go for shopping?  
Respondent – Yes, You may go.

**(b) Crossed Communication :**

Sometimes we receive an unexpected and inappropriate response, and in graphic representation the lines of communication becomes crossed. This only means an inappropriate ego state is activated and the lines of transacting between people are crossed. At this point, the individual (speaker) tends to withdraw, turn away from the respondent or switch on the conversation in another direction. People usually feel misunderstood, hurt or angry due to such transaction.

**Figure : 4.9 Crosses Communication**

*Example : 1*



*Example : 2*

S : Have you seen Miss Kiran?

R : Why ask me? Am I her keeper?

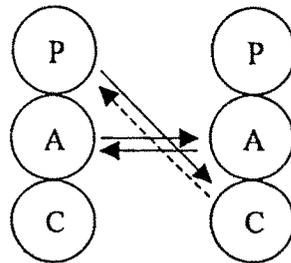
These responses do not give satisfaction and sender becomes aggressive. There is possibility of starting a fight. Such situations can be handled by maintaining adult behaviour.

## 2. Complex Transaction :

### (a) Ulterior or Duplex Transaction :

Ulterior Transactions have always a hidden message with an open message, which challenges the respondent. The communication is both at social and psychological level. Though the message seem to be at social level, there is a hidden message too that is communicated respectively. If the Adult of the sender is verbalizing one thing, the Child in him/her sends the unspoken message.

Figure : 4.10 Ulterior transaction



S : Madam, did you check my copy?

Message : "You don't do what you say."

R : Do you think you are the only one whose copy is with me for correction?

The facilitator told the participants that when there are two messages, the unspoken message is more important. Therefore, the behavioral outcome of an ulterior transaction is determined at the Psychological and not at the social level.

(b) **Angular Transaction :**

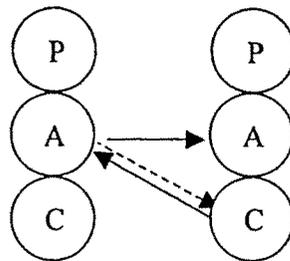
This is the transaction in which one person gives an open message, and the second person gives an open message that is a response to the hidden message.

Example :

(1) *The salesman* : This sari is just suitable for you; but it will be costly for you (social level message). You can't have it (Psychological level). Here the customer is challenged and so he/she replies – Why not? I will take it.

**Figure : 4.11 Angular Transaction**

(2)



S : I want this suitcase to be kept on the table but it will be heavy for you to do it.

R : I will certainly be able to do it.

**Activity – 2 :**

The facilitator invited the participants for another activity.

**Procedure :**

(1) **Crossed Transaction :**

S : Where are you going?

R :

**(2) Ulterior Transaction:**

S : These days you are coming in time eh!

R :

**(3) Angular Transaction:**

S : I want to get this bottle open but you are not strong enough to open it.

R :

Each participant was asked to write the response to three senders. Then each one read out their response in the group to ascertain their correct understanding of the topic.

**Feedback from the participants :**

The participants were asked to give the feedback on this session. Some of them said, "This topic was something very practical and such situations happen in their daily life. It is difficult to maintain the Adult response when we get such negative response. It is quite natural to get angry or irritated." Some said, "Such situations lead us to judge people. Therefore, it is good that from time to time the communication skill programme is arranged."

**Observation :**

It was observed that the participants were trying to understand and learn the different types of transaction by discussing among themselves. They were listening to the facilitator very attentively and questioned when they needed certain points to be cleared. Some of the participants were meeting the facilitator personally to clear their doubts.

### **4.13.0 Session 2 : “Exchange of Strokes”**

The second session was focused upon the Topic: ‘Exchange of Strokes’.

#### **Objectives :**

- To help the participants to recognize and accept the human need of recognition and appreciation.
- To enable them to give strokes and get strokes.
- To enable them to give self-strokes and reject strokes which they do not want.

#### **4.13.1 Introduction :**

A “Stroke” is a unit of social recognition, recognition in terms of being and doing that an individual gives and gets in a transaction with people. Stroke can be given in the form of actual physical touch or by some symbolic form of recognition such as a look, a word, a gesture or any act to say that, “I know you are there.” There is a hunger in every person for psychological and social recognition and this satisfaction motivates the person to line, gives gratification, relief, joy and comfort.

Eric Berne has classified strokes into two:

1. Verbal – In words
2. Nonverbal – Through gestures

Verbal strokes a teacher can give in the class can be, very good, excellent, well done etc and non-verbal strokes can be smile, facial

expression, patting etc. A teacher using these strokes can motivate children to very high levels.

#### **4.13.2 Type of Strokes :**

Strokes are of two types :

1. Positive / Negative
2. Unconditional / Conditional

#### **Positive Strokes :**

Positive strokes make the persons feel good, alive and significant. It affirms the person. It develops the person emotionally healthy with the sense of OK ness. It is experienced as pleasant, strengthening, affirming and growth producing. If it is authentic and not overdone, it nourishes the person.

Berne's theory of Transactional Analysis accepts that listening is one of the finest strokes a person can give to another. The most effective listening involves focusing all one's attention on the speaker, a discipline that can be learned. A person, who has been listened to, leaves the encounter knowing that his/her feelings, ideas and opinions have been heard.

By giving positive strokes, a teacher can very well create a learning environment (open climate) in the class where students feel encouraged and free to express themselves because of the reason that they have the feeling that teacher appreciates, accepts and values them. Students therefore will try to come out with their best performance. Some of the positive strokes that teachers can use are –say “Very good” or write in their home task copy

especially when students are in their early stage of schooling. Besides these, appreciating when they do well in examination, and in competitions (Speech, Essay writing, Sports, Drawing, Painting etc.)

### **Negative Strokes :**

Giving negative strokes is discounting the person. It hurts their feelings. The message that negative stroke gives is “You are not OK, so I don’t like you and don’t like what you do.” Some of the verbal expression of negative strokes can be “You fool,” “stupid” and “lazy guy”, “stupid donkey” “good for nothing “etc. Nonverbal expression can be making face, look in such a way to say that “I don’t like you,” turning face the other side or just ignoring the person’s existence.

Teachers with Critical Parent ego state often discount students in the class by using these strokes and make the class uninteresting. The negative strokes create a closed climate where students sit in fear and pretend to be obedient.

After having explained the positive/negative strokes, the facilitator introduced the unconditional/conditional strokes to teachers.

### **Unconditional Strokes :**

Unconditional strokes are given for one’s “being”. It is free from any kind of “strings” or “conditions” attached, like, ‘if’, ‘must’ and ‘should’ etc. The person is counted for what he/she is.

### **Conditional Strokes :**

A conditional stroke is given for one's "doing" or for "performance". This means the stroke is given only when the demands are met by the other person. The father is happy with the child only if he/she gets high academic results in his class. His stroke for the child will be "I am happy with your work". "If you pass in 1<sup>st</sup> class I will give you a scooter." A teacher gives strokes in the works like "I liked the way you spoke."

### **4.13.3 Counting as well as discounting strokes :**

Food gives energy to live and it helps the person to grow and be healthy. In the same manner strokes give energy to individuals and motivate them to continue the work they are appreciated for. When a person receives the stroke with its value, it is counted and respected. To have a healthy effect on a person, a stroke needs to be valued, recognized, appreciated and accepted.

On the other hand, a discount is either a lack of attention or negative attention that hurts the person emotionally or physically. A child who is ignored or given negative strokes receives the message, "You are not OK." A person, who is ignored, teased, humiliated, physically degraded or laughed at, given name or ridiculed is in some way being treated as insignificant. Discounting can be expressed by tone of voice, facial expression, gesture, teasing, ignoring and isolating people and child battering.

### **Stroke Economy :**

The stroke economy is the way people are rewarded with strokes in their communities and how societies control getting and giving strokes. There are healthy and unhealthy stroke economies. The healthy stroke economy encourages people to:

- Give strokes to people
- Receive strokes which you want
- Reject strokes which you don't want
- Ask for strokes
- Give self-strokes

### **Activity :**

After having completed the explanation, the facilitator announced, "Let us have an activity on giving self strokes and also getting strokes as well as rejecting strokes."

### **Procedure :**

The facilitator then asked the participants to write 5 positive self-strokes on one side of plane sheet of paper and 5 negative self strokes on the other side of the paper. After 5 minutes when everyone had done so, each one was asked to pin up the papers on their chest and to go around meeting people in the group. They were allowed to talk laugh and meet in whatever way they wanted. Others read the strokes and congratulated them. While doing so, they were also free to add some more positive strokes to their list. When others congratulated, they were asked to receive it and say thank you.

When this was over, the facilitator intervened and asked them to pin up the negative self-strokes and the process continued in the same manner. The participants were asked to reject the strokes given by others or read out from the paper that they had pinned up on their chest. e.g. When the stroke giver says, “You are careless,” the receiver will say, “No, I am not careless.” This only means that people may say anything about a person but one can reject the stroke that he/she does not want to accept because one is not obliged to accept what others say about him/her.

#### **Feedback from the participants :**

When asked, the participants expressed saying, “This session was very useful for practical life.” They said, some times it so happens that they give positive strokes to someone genuinely but he/she does not take it in the same way we give the stroke. In such situations to act according to this theory is difficult. They expressed their desire to learn the skill to manage the situation. Some told that they often use negative strokes and discounting strokes with their students. This session opened their eyes. It made them aware of their weaknesses. They would use more positive strokes to encourage the students, they said.

#### **Observation :**

The investigator observed that the participants were interested to know more about stroke theory. They were seen discussing among themselves about their experiences. Some of them came to discuss about it even outside the session.

#### 4.14.0 Session 3 : “Stroking Combination”

This session focused upon the topic : Stroking Combinations.

##### Objectives:

- To help the participants learn the four stroking combinations.
- To help them to be aware of the stroking combination they have in them.

##### 4.14.1 The concept of “Stroking Combination”

The facilitator explained the topic “Stroking Combination” to the participants. She told them that there are four stroking combinations.

###### (1) + U + C :

It is positive unconditional positive conditional stroke combination meaning, “I like you and I like what you do.” Persons receiving such strokes learn to collaborate with every one because there is acceptance of others and trust in them.

###### (2) + U – C :

It is positive unconditional negative conditional stroke combination. It means, “I like you but I don’t like what you do”. Persons of such stroking combination find fault with others and consider oneself to be better than others.

###### (3) - U + C :

It is Negative Unconditional Positive Conditional Stroke Combination. This gives the meaning, “I don’t like you but I like what you do.” Such people are very much work oriented. For them work is more

important than the person. Very often, this kind of stroking combination exists in the organizations where the boss does not take personal interest in the subordinates but appreciates their good performance. The school principal in his leadership behaviour can be very high in initiation but very low in consideration. This means such principals are high task oriented and low person oriented in their leadership behaviour.

**(4) - U - C :**

It is Negative Unconditional and Negative Conditional stroking combination. This only means, "I don't like you and I don't like what you do." This combination is the most destructive type of stroking. One individual torturing the other person either physically or verbally will also be counted as - U - C stroking combination. If this situation arises in an organization, there will be fight and the members will have a hell of time. It is difficult to work with a person of such stroking combination.

**Activity :**

The facilitator then invited 8 volunteers to participate in a role-play.

**Procedure :**

The facilitator asked each of the volunteers to draw a chit prepared before hand by her. Each one was given a role to play. After being given their role, the four pairs were called out by the facilitator. The pairs were the following :

The principal  $\longleftrightarrow$  Clerk  
The principal  $\longleftrightarrow$  Student  
Teacher  $\longleftrightarrow$  Guardian  
Parent  $\longleftrightarrow$  Child

After they had made the pair, their stroking combination was given to them in writing and was not told to the other participants. They were asked to recognize the stroke combination, when the volunteers perform their role :

**(1) The Principal - Clerk (- U + C) :**

The Principal : I don't appreciate you because you always come late but I like your work in the registers. It is very neat and clean.

Clerk : You are too strict. I don't like you but I like your administration.

**(2) Teacher – Student (+ U – C) :**

Teacher : You are helpful. I like you but I don't like your impolite behaviour.

Students : You are so kind. I like you but I don't like your class. It is so boring.

**(3) Teacher – Guardian (- U – C) :**

Teacher : You are a fighting person. I don't like you and I don't like your argument.

Guardian : You are too critical. I don't like you and I don't like your perpetual complain against any child.

**(4) Parents (father) – Child (+ U + C) :**

Father : My son, you are hard working. I like you and I appreciate your eagerness to learn.

Child : Dad, you are so caring. I like you and I like your thoughtfulness and care for me.

### **Feedback from the participants :**

When asked, the participants gave their feedback saying, “This session gave the realization that often we project our life position to others.” This teaching is the eye opener, in the sense that when we don’t like the person and like only his work, it shows our insensitivity and inhumanness. This is nothing but using the persons, without valuing them. This demotivates the person in doing the work.

### **Observation :**

The investigator observed that the participants were very keen to know their own position of stroking combination. The eight volunteers enjoyed the role-play. Other participants also observed well and could say the stroking combination, which each pair represented.

### **4.15.0 Session 4 : “Mentoring Skills”**

In the present session, the facilitator focused upon “Training on Mentoring Skill.” The training largely based upon Egan’s (1976) counselor training model.

#### **Objectives :**

- To enable the participants to learn the listening skill
- To help them to be sensitive to the problems of others and to learn the problem solving skills

#### **4.15.1 Concept of Mentoring :**

The facilitator clarified the concept of “Mentoring” to the participants, for their clear understanding.”

Mentor, in its broad meaning is a helper. The mentoring relationship as perceived by different people can be categorized into two:

1. Old (Traditional) concept
2. New (Emerging) concept

##### **1. Old (Traditional) Concept :**

In old concept mentor was considered as an older, wiser person, taking charge of less experienced person. This relationship reflects a hierarchical structure. It has been called a traditional mentoring arrangement (Hay, 1995).

The old concept of mentoring or traditional mentoring arrangement started from the time of apprentices who served with master craftsman through to the senior manager, which exists in many organizations. Mentoring is understood in diverse terms and it has been used in diverse images as teachers, coach, trainer, positive role model, developer of talent, opener of doors, protector or successful leader a guide, a champion, who talks to people about their career and a counselor etc. (Schein, 1978 and Hay, 1995). In all these cases mentor is in older, wiser person who took all charge of a younger and less experienced protégé. Their relationship, therefore, was like that of an Expert to Novice, Older to Younger, Trainer to Trainee.

## 2. New (Emerging) Concept :

According to new concept a mentor is taken as equal with mentee. It has been termed a Co-mentoring, Peer mentoring, Collaborative mentoring and developmental alliance. It reflects a horizontal (flat) structure of mentoring relationship.

In today's society of constant change and development, no human person can be with absolute knowledge. No one can be an expert in all things. One who is a mentor today needs to be a mentee tomorrow due to the changes that occur in the society and human needs. Mentoring therefore is accepted as relationship between equals who help each other in exploring things and identifying new ways of achieving goals. They may be Colleagues, Students, Principal and Teacher or teacher and students. Hay (1995) calls it "Developmental Alliance". Developmental Alliance is the relationship between equals in which one or more of those involved is enabled to increase awareness, identify alternatives and initiate action to develop themselves (Hay, 1995). So, it is clear that the relationship between mentor and mentee is for developmental purpose.

When the mentoring relationship is between colleagues, it can be called co-mentoring. It means partners or colleagues; establish mentoring relationship for a common purpose. Having a common purpose demands team work, collaboration, group thinking and shared decision-making. Education is teamwork. Therefore, the focus is on collaborative co-mentoring which invites the principal of the school and all teachers to make a team that works collaboratively with the sense of interdependence. Therefore, competition will not make the school effective.

After having talked on mentoring, the facilitator talked about the skills a mentor needs. She specified that when a mentor uses counselling skills in order to help someone, his/her primary focus is the individual (mentee) and not the issue he/she wants to help the mentee to resolve. There are three important stages the mentor and mentee pass through : Creating the climate, Exploring and Clarifying the Issue and Making Decision and Planning Action.

However, our main concern is to learn the mentoring skills. The important skills that a mentor needs are :

1. Attending
2. Listening
3. Responding with Empathy, Respect, Genuineness, Confronting (Questioning)
4. Deciding what is best (Action Strategy)

**Attending :**

Attending is giving oneself entirely to the other person. It can be said attending is “being with” another person with one’s whole being that the mentee feels attended or listened to. So, the mentor makes him/her self available by being present to him/her self. Therefore, the mentor needs to be present physically and psychologically. The mentor must listen to the verbal and nonverbal means the message carried in the tone, gestures, silence, postures and facial expression etc. the mentor tries to understand what is the mentee trying to communicate.

Then the facilitator explained what, attending physically and psychologically mean.

### **Attending Physically :**

Sitting squarely at close distance is the best way of sitting. It expresses the posture of involvement. Other postures of physical attending in listening are eye contact, leaning towards the mentee to show ones presence and availability and remaining relaxed.

### **Attending Psychologically :**

Attending psychologically is listening to the person from the core of one's being. It means listening to the other person's verbal and nonverbal communication observing his/her behaviour without making any judgement. The mentor therefore must listen to (1) what the person is verbalizing and what is not being said. For example, facial expression, bodily movement, gestures. (2) Paralinguistic behaviour like tone of voice, emphasis, pauses, speak fast, slur or swallow words and speak softly etc.

### **Activity : "Role-play"**

The facilitator then announced, "Now let us have an activity on attending, for which we need 8 volunteers."

### **Procedure :**

The facilitator sent 2 of the volunteers out for few minutes. Then she called other 6 and told them to sit in the inner circle and gave the following instructions :

- Choose one of the two who have been sent out.
- Choice must be a group choice.

- Listen only to the one who has been chosen by the group and reject the other when she speaks by not giving physical and psychological presence.
- Other participants should observe from outer circle.
- The focus of their observation should be upon the two experts speaking in the group.

When the instruction was clear to the group, the facilitator called the two volunteers in, who had been sent out of the room. The facilitator then introduced them to the group as experts who would help the group in solving the problem they have.

**Problem :** “The standard of the school is falling.”

**Group Discussion :**

When the role-play was over, the facilitator asked the 2 volunteers who played the role of experts to share their experience with the whole group in turn. Then other observers were also asked to tell their observation during the activity. The points that came in the discussion were the following:

The expert, who was listened to by everyone in the group, felt confident and happy. The one who was not listened to had a very bad experience. She felt that she was not valued in the group. The observers said they felt pity for the expert who was not listened to.

**Feedback from the participants :**

A few participants expressed their happiness that they could attend this particular programme where they learnt many useful things for their

professional development. They also expressed their wish if the school could give more courses of this kind especially courses on effective communication skills. Few participants also expressed the sense of regret that a few teachers did not attend the programme.

#### **Observation :**

The facilitator noted that the participants were very eager and enthusiastic in the session. They had many enquiries. Nearly all of them were taking notes during the time of conceptual clarification of the topic, which indicated that they were very keen about learning the attending skill. Overall, the participants were seen to be very interested in learning this skill.

#### **DAY FIVE :**

#### **4.16.0 Session 1 and 2 : “Mentoring Skills” (Contd...)**

These sessions included the significant learning of previous day’s programme, Mentoring Skill: “Listening”, “Respond with Empathy and Respect.”

The significant learning of previous day’s programme:

Before starting the topic, the facilitator asked the participants to review the previous day’s programme. The points that the participants spoke were the following :

- Unconditional strokes are given for one’s being and conditional strokes are given for doing.
- Positive strokes give energy to individuals and motivate them to continue the work they are appreciated for.
- One must be able to reject the strokes which he/she does not want

- We learnt how to attend a person physically and psychologically.

#### **Objectives :**

- To help the participants to develop listening skill.
- To enable the participants to be sensitive to the needs of others.
- To help them to be able to understand the mentee and his/her feelings.
- To enable them to respect the mentees by respecting their privacy and accepting their uniqueness.

#### **Listening :**

A person who listens well actively checks for intended meaning from the message the teller's point of view. A good listening requires conscious effort (Hendrick, 1998). A good listener is grounded, centred, gives undivided attention, suspends emotions, advice, and judgments, uses questions in a limited and appropriate manner.

An effective listening is :

- Listening to what is the speaker is saying and try to understand what is not said.
- Listening to what is meant.
- Listening to the speaker's body language e.g. Facial expression (smile, angry face), gestures, speaker's posture which suggest special meaning like – slumped wearily in a chair, seated fearfully on the edge of the chair, pacing the floor while talking.
- The listener also needs to maintain one's own eye contact with the speaker. It shows genuine interest in the speaker. The listener himself/herself can find out whether he/she is preparing a response while the speaker is still speaking. Checking one's watch during the

conversation inattentive behaviours loudly declare that the listener is not interested and that the speaker is unimportant.

The facilitator then continued her explanation and said that the skill of active listening also involves letting others finish their talk. When the teller is not interrupted, she/he feels heard.

The listener may check with the teller to see if he/she has mutually understood. So, his language formats are

“You mean \_\_\_\_\_?”

“May be you are saying \_\_\_\_\_?”

“What I hear you saying is \_\_\_\_\_. Is that right?”

“Can you clarify that for me?”

#### **Activities :**

After having completed the theoretical explanation of listening skill, the facilitator announced, “Now let us have one experiential activity on listening skill.

#### **Procedure :**

The facilitator asked the participants to make groups of three. They were asked to share between the two while the third companion was told to observe what was happening in the group. When one completed sharing, the listener would repeat the sentences as she had presented. This process continued until all the three got the opportunity to speak, to listen and to observe.

**Feedback from the participants :**

When the activity was over, the participants were asked to share their experience on this session. One of them said, "Listening is very difficult, but to speak and observe are easy." Another participant said, "Often when we have to repeat what the other person had said, the content is changed." Still another participant said, "The listening skill can be developed by practice." Another participant was happy to say that after this programme she would be able to make some difference in listening to students and others, who come to him. The next participant acknowledged that she found difficult to concentrate her mind in order to have attentive listening, so that the teller may feel listened to.

**Observation :**

It was observed that the participants were very interested to learn this skill. They seemed to be very enthusiastic to learn the skills to become good listeners perhaps because they could use these skills in their day-to-day life. All of them were seen taking notes, so that they may not forget them after the programme when they go back to their work place. The participants were heard discussing among themselves about what they used to do earlier while listening to someone and how they felt rejected when they were not listened to by others.

**Empathy :**

The facilitator explained that after listening to the speaker (mentee) the listener (mentor) needs to respond to him/her with empathy. The skill of responding with empathy is a more powerful, personal and intimate. To be able to use this skill all other skills like listening, questioning, genuineness and respect must be applied first. The use of this skill requires more

expertise and sensitivity than any other skills, because careful observation of nonverbal message is required and this is how responding with full understanding of another person's emotional word. Thus, responding with empathy enables the mentor to see and feel things from mentee's point of view.

Empathy is the foundation skill which has the capacity to transform the persons and the organizations. Anderson (1997) defined Empathy as "Communicated understanding" so that one can prove to mentee that he/she understands what the mentee feels and thinks and why she/he feels and thinks the way she/he does. The language format that can be used for conveying empathy is: "You seem to feel (feeling word) because (reason)." OR "May be you're feeling (feeling word) because (reason)."

**Respect :**

Respect is acceptance of the other person, prizing his/her potential and uniqueness. It is an acceptance of the other person as human being, who is valuable. Respect cannot be said in words but it is an attitude, which is expressed in behaviour. A mentor can show respect when he/she.

Ensures privacy and freedom from interruption

Listens attentively and actively, giving non-verbal feedback, nodding and smiling appropriately etc.

Maintains eye contact, not staring but always having his/her eyes available to mentee.

Sits in relaxed, open non-threatening way; adopting friendly but neutral facial expression.

Suspends judgment and accepts the other person's right to feel and think as he/she does.

**Activity :**

After having given the conceptual clarification, the facilitator announced “Now, let us have an activity on these two skills we have just heard about.”

**Procedure :**

The facilitator then asked one volunteer to come forward to play the role of a mentee and the facilitator herself became the mentor to him and presented an example before them. She told that the mentee is a student and mentor will play the role of a teacher helping the student in solving a personal problem she is undergoing.

Both sat in the middle of the circle facing each other and close to one another. The rest of the participants were asked to observe them carefully and write down the observation.

**Student :**

Miss, it was my 2<sup>nd</sup> year in class X and this time I failed in ICSE. My father scolded me so much and I feel very much ashamed due to the second failure. I cannot face others because they ask me about my result. I feel so discouraged. All my friends are going for higher studies and I am left behind. I do not know what to do. I do not have courage to face the examination any more.

Teacher : So, you feel discouraged and ashamed because you failed second time.

Student : Yes miss.

- Teacher : What do you think? Why did you fail this time and which subject you failed in?
- Student : I failed in Maths and Physics. These are the subjects, I find difficult.
- Teacher : How did you prepare these subjects? Did you have enough time to study?
- Student : Well, I did have time to study but because these are difficult subjects for me. I do not have interest in these subjects. I feel I will never pass in these subjects.
- Teacher : So, you seem to have in your mind that these subjects are difficult and you will never pass in these subjects.
- Student : Miss, I want to pass but...
- Teacher : Good, now let us think how you can pass. What you think, you can do to pass in these subjects.
- Student : I will give more time and put my effort to practice these subjects daily and take the help of someone when I need.
- Teacher : Very good, so, you make your daily time table to practice these subjects and show me tomorrow and also tell me whose help you think you should take.

#### **Feedback from the participants :**

One of the participants observed the non-verbal messages of the mentee and said that the student was very sad which could be seen on her face, looking down on the ground and sometimes eyes fixed somewhere far revealed the uncertainties that she was facing. Another participant said that

the student was sitting at the edge of the chair that reflected that she was not feeling free or she was afraid. Another participant said that teacher was very empathetic and respected the feelings and attitude of the students. She listened to her patiently and waited until the student had finished talking. Teacher drew her chair close to the student, listened to her attentively, and looked at her observing and trying to get into the student's inner world. Another participant said, the teacher did not decide for the student but by asking questions helped her to think and at the end student herself decided what she should do to solve her problem. Other participants said, these skills are pleasant and easy to hear but difficult to practice. They expressed their wish to have a follow up programme.

**Observation :**

The facilitator observed that the participants took interest in learning and understanding these skills. They expressed their wish to have another follow up programme, which indicates that the participants found it useful and relevant to their life. They were trying to observe each gesture or word of the mentor and mentee and were drawing out the meaning. Each one was very keen to learn these skills.

**4.17.0 Session 3 : “Mentoring Skills” (Contd...)**

In the present session, the facilitator focused upon the skills of “Genuineness” and “Questioning.”

**Objectives :**

- To help the participants to develop the skills of a genuineness and honesty.
- To enable them to gather appropriate information by asking questions.

The facilitator spoke about these two skills that a mentor may use in mentoring process before proceeding with the experiential activity.

### **Genuineness :**

Genuineness is realness and authenticity of the mentor. It is the honesty with oneself and with mentee without any front or façade. Therefore, the genuineness is the congruence between words, actions and feelings. So, the mentor's genuine interest is to help the mentee. The mentor also is aware of his/her feelings and is able to communicate them in appropriate manner. A genuine mentor has 4 qualities : He/she is spontaneous, Non-defensive, Consistent and Self-sharing. Being spontaneous means saying the truth without hiding anything or doing in the way the mentor experiences or thinks right for the mentee. Being non-defensive is without defending oneself or trying to understand the mentee, and being Consistent, means the mentor does not feel one thing and say another. Self-sharing is that mentor shares his own experiences with mentee according to the need.

After having explained the skill of genuineness, the facilitator spoke on "Questioning".

### **Questioning :**

Questioning is gathering of information. An overused skill often puts mentee on the defensive state. When the mentor wants the mentee to expand on a particular topic, he/she uses the questioning skill without influencing the direction of his or her talk. Therefore, an appropriate and effective style of questioning is to use open questions like: "What do you

think about it?” Closed questions like: “How many times did you try this?” leave little room for discussion and force a person into the answer the mentor hopes to hear. When the mentor is questioning the mentee, she/he needs to maintain the balance between listening, sharing and questioning. This would increase the quality of two-way communication in mentoring process that leads to problem – solving or conflict solution in personal relationship.

**Activity :**

The facilitator then told the participants that they were going to have another role-play to learn the two mentoring skills, which had been explained to them.

**Procedure:**

The facilitator asked the participants to choose their own pair to participate in the activity. The facilitator told them that one of the two in each pair would play the role of teacher and another the role of a student. Then all of them were told to sit in pair and hold a conversation between a mentor (teacher) and mentee (student). He told them that role would reverse after one has finished her turn to be a mentor or a mentee. After sometime when each pair had completed, all were called back. The facilitator then invited those who would like to present before everyone. So, a few pairs came in the middle of the circle and others observed them and the use of skills. One of the role-plays is presented here for example. The situation of their conversation was the following:

**Situation :**

“The physics teacher had scolded a student named Pawan because he had asked a question while he was teaching in the class. So Pawan sits quietly on the back bench of his class.”

Teacher : Pawan, You remain so quiet these days. Are you not keeping well or do you have any problem?

Student : No miss, I am all right.

Teacher : Then what is happening to you! You sit quietly on the backbench of the class, which you never did before.

Student : Yes, miss, you are right. These days I don't feel like coming to school but my parents force me to come so I come. I lost my interest in studies.

Teacher : What happened to you suddenly? Can you tell me?

Student : Miss, about two weeks before, the physics teacher scolded me in the class because I asked him a question while he was explaining the lesson. He said, “What do you think of yourself? Do you want to show that you know more than your teacher does? Sit quickly, otherwise I will turn you out of the class.” From that day, I am afraid of that teacher. I prefer to be quiet fearing that I may make another mistake by opening my mouth.

Teacher : So, what I hear you saying is you are hurt. Am I right?

Student : Yes, miss.

Teacher : Living in fear and hurt feeling will not help you in any way. What do you think about your remaining quiet? What do you say about going to your physics teacher and telling him what is your feeling about the event and towards him. It may be

that the teacher did not mean what he said. What do you think about it?

Student : Yes miss, I also think I should go and tell him.

#### **Feedback from the participants :**

The participants gave the feedback saying even before questioning, listening actively is more important. Another participant said often we do not ask questions to help the person but just enquire about the persons and the happening, which does not help anyone, instead it might make the mentee bitter. Still another participant said, to find a genuine mentor or a helper is difficult because every person has his/her own interest, which he/she wants to fulfill. Another teacher said this session gave us the awareness that we teachers must be honest and true to ourselves and to our students. In fact, the mentoring skills are very useful for a teacher.

#### **Observation :**

The facilitator observed that the participants were quite serious about learning the skills. They were willing to learn things, so they had many queries. Some of them were heard saying “These skills should have been taught them in their pre-service training because these are more practical than the theory what is being taught there.” They were so interested that they were seen to be so punctual for all the sessions.

#### **4.18.0 Session 4 : “Mentoring Skills” (Contd...)**

The third session was focused upon “The Action Strategy”

#### **Objective :**

- To help the participants to learn the different steps in problem solving.



### **Action Strategy :**

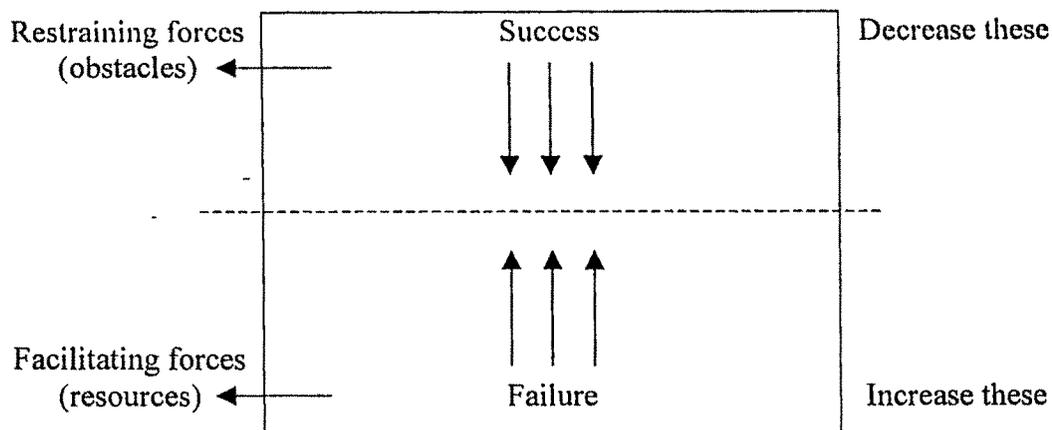
When the mentoring relationship has increased awareness of the real problem and the goal to be achieved by the mentee, the mentor and mentee now identify alternatives together and the mentee initiates action to develop himself/herself. The action strategy and application are so closely interconnected. The quality of the action planning determines the success or otherwise of the application. The application is done by mentee alone, so it is important that the mentor prompts mentee to consider all likely snags when they are planning what to do. A Force – Field Analysis looks directly at the factors acting for and against a decision.

### **Force – Field Analysis :**

It is the shift from alternatives into choice of action. Force-Field Analysis is a sophisticated term for a process that is relatively simple.

*Example* : Student ‘A’ has a problem and the solution to the problem is his goal. Now, once he sees what his goal is, he also sees what forces keep him from his goal (restraining forces or forces working against) and what forces help him move toward his goal (facilitating forces or forces working for). The mentor may help him to make a list of both the forces, to determine what courses of action will help him decrease the strength of restraining forces and increase the strength of facilitating forces. He then chooses those goals that are most practical and that are in tune with his personal values. Once this is done, it will be important to include the ‘soft’ issues like how the mentee feels about the change and about the ‘hard’ and factual data. Finally, the individual (mentee) can implement these means and evaluate his own progress.

**Figure : 4.12 Field in which the mentee works**



The facilitator then gave one example to show how to make the restraining forces and facilitating forces.

**Example :**

Problem faced by mentee is : “I can not remember my lesson.” The list of Facilitative forces and Restraining forces can be prepared. The facilitative forces will help the mentee to remember his lesson and lead him to success but the restraining forces will lead him to failure, because they will not help him to remember his lesson.

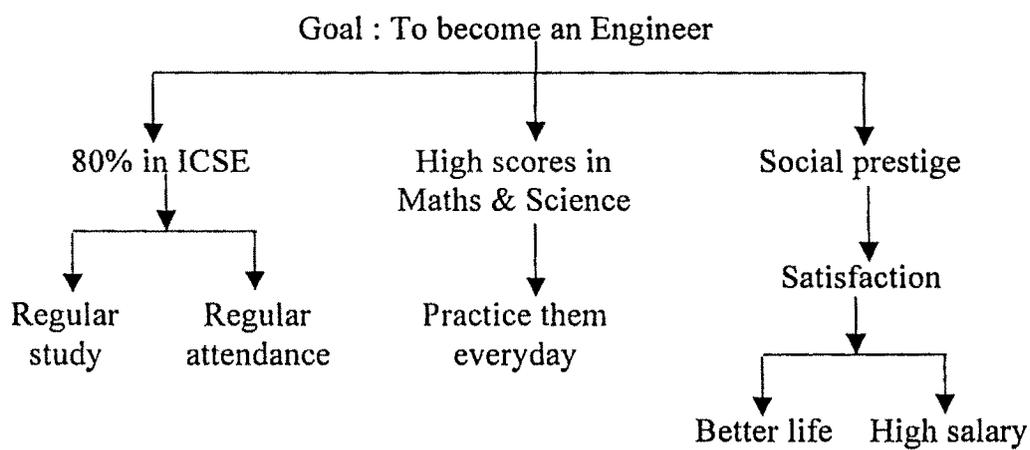
Therefore, the list of facilitative forces and restraining forces can be prepared in the following manner:

Facilitative Forces	Restraining Forces
1. Preparing time Schedule for self-study.	1. Not making a time schedule.
2. Making self-note while studying.	2. Reading without copy-pencil.
3. Making pocket note.	3. Sitting with friends during the time for self-study.
4. Revising the lesson everyday.	4. Having no textbooks.
5. Self-testing by practice of writing the answer.	5. Getting up late in the morning.
6. Writing daily journals on significant learning.	

The mentee then is asked to choose the priority to be more specific.

Once the goal is fixed and finalized, it is subdivided into a different sub-goals which in turn be further subdivided into objectives and action plan tree-can be drawn.

**Figure : 4.13 Example : Action Plan Tree of a Student**



The objectives should not be imaginary. Each objective of the mentee expressed through the Action plan Tree should meet the guideline such as “RAW” Realistic Attainable, Worthness.

“SMART” - Specific, Measurable, Achievable, Realistic and Time based

“MMM” - Measurable, Manageable and Motivational.

**Measurable : So that :**

- Mentee gets satisfaction of achieving the objectives.
- Mentor also has the way of tracking and celebrating the success of the mentee.

**Manageable : So that :**

- Mentee can in fact achieve the objective.
- Mentor and mentee do not set themselves to fail while trying to do much.
- They pick only actions they can control.

**Motivational : So that :**

- The benefits are obvious.
- They really want to achieve the objective.
- The change they make will have a positive impact on their future.

**Problem solving steps through a Force – Field Analysis Approach :**

1. Define the problem.
2. Establish Priorities in selecting problems to be worked out.
3. Define the goal.
4. Select an option for implementation and prepare an action strategy.
5. Implement the strategy.
6. Evaluate the progress.
7. Prepare a new strategy for future progress.

**Activity :**

After finishing the explanation, the facilitator invited the participants for an activity.

**Procedure :**

The facilitator sent the participants into small groups of three and the activity they gave them to do was : “Identify your professional problems and make the Force – Field Analysis.”

While participants were doing the activity in their group, the facilitator monitored each group and guided them according to their need, to make things clear to them. After 20–30 minutes, all the groups were called back for the sharing session.

#### **Feedback from the participants :**

One of the participants said, “The activity given to us was good because we as teachers are supposed to help our students to be aware of their problems and help them to overcome them. This will come only when we practice it on ourselves.” Another participants said, “I got clear idea about the 7 steps of problem solving and I feel that the identification of the problem is the most important step among all because the solution of the problem will be satisfactory only when the identification of problem is right.” Still another teacher said, “This approach is simple to solve problems but one needs much practice and common sense, and at the same time one must be aware of the psychological and emotional tendency of the mentee.” One of them commented saying, “Today what we learnt is very useful in life.”

#### **Observation :**

During this session, the investigator observed that there was an active participation from the part of the participants except one or two who had the language problem. They understood the matter but could not express their ideas properly. All of them said that it was something new, which they were hearing for the first time. It was for this reason some of them were very eager to learn the problem solving skills. They seemed to be very happy and satisfied with the learning they had. It was reflected in

their expressions, like “I was reluctant to attend this course because I had much work at home, but I am happy that I attended it. I gained much from it for life. It is useful for my family life as well as professional life.” It was also observed that all the participants were very punctual to come on time. This indicated that they did not want to miss the sessions.

**DAY SIX :**

#### **4.19.0 Sessions 1 and 2 : “School Action Plan”**

These sessions included the significant learning of the participants from the orientation programme and making the “School Action Plan” by them.

Significant learning of the participants from the orientation programme:

The facilitator asked the participants to write down and share their significant learning in the programme. The following were their sharing on this regard:

- Open environment and collaboration in the team are very necessary for school effectiveness.
- Every school should have a vision as well as mission statement, which give direction to all the activities in the school.
- Every person has three ego states within him/her from which he/she operates, while behaving with others.
- Mentoring skills like : Attending, listening, Responding with empathy, Respect, genuineness and questioning as well as Action Strategy are very useful in helping others.
- Seven steps of problem solving through Force – Field Analysis Approach are very useful for a teacher in his/her professional life.

**Objectives :**

- To enable the participants to see the need of students and the school.
- To make them think how they can contribute to give better education.

**4.19.1 Making of School Action Plan by Participants :**

Before engaging the participants in formulation of the school action plan, the investigator explained to them why the change in service is needed. She tried to motivate them to look into the system and identify the need of the school today; saying:

Continuous improvement begins with each individual teacher committed to change. It occurs when we purposively and systematically plan the school and individual change, as we seek out ways to improve the school system.

Students' needs are ever changing and thus teachers' service to them must continually change. As society changes, school teachers must also change the service they provide, so that students can function effectively in the society. Ghandi (1984) has rightly said, "We must be the change we want to see in the world." It requires commitment to continuous learning because if one keeps doing what he has been doing, he will keep getting what he has been getting (Downey, 1994). Therefore, we need to search for ways to function well in our work processes and to make small daily improvement. This requires risk taking and constant persistent experimentation.

**Activity :**

After completing the explanation on the topic, the facilitator told the participants “Now, let us get ready for an activity. The activity is on making school Action Plan.”

**Procedure :**

The facilitator asked each participant to make an action plan keeping the present school system in mind, determining what to improve and how to improve. The underlying attitude of each teacher should be :

1. Anything that we do can be done better
2. The more you give, the more you receive
3. We are able to contribute better by becoming more of what we are.

The participants were left free to sit wherever they liked in the school campus. After reflecting on ‘What’ and ‘How’ to bring about improvement, each one was told to write a specific action plan, keeping personal and professional area of work in mind.

After some time they were told to go back to the groups that were formed to write vision and mission statements. Each one was asked to share his/her idea with the group and prepare the tentative action plan. After all the groups had completed the work, the facilitator called them back for the general discussion.

**General Discussion :**

The facilitator asked each of the three groups to present their proposed action plans. One member from each group read out the group action plan and wrote it on the black board. There was open discussion and

queries on the proposed action plans of the three groups. Based on the action plans the participants came out with another action plan and agreed. It was written on the black board to make it known to every body in the staff.

The action plan that was agreed upon was the following :

1. Teachers mentoring each other
2. Teachers mentoring students
3. Students mentoring each other
4. Evaluation

**1. Teachers mentoring each other :**

The participants decided to make groups of three of their own choice. They would work in collaboration for their own development, both personal and professional. Learning from each other would enable them to contribute their best to students. The members would meet as often as possible according to the need. The meeting can be either formal or informal. They would be free to assign mutual responsibilities among themselves.

**2. Teachers mentoring students :**

Mentoring students was decided to be introduced in the following manner :

- Identification of the weak and problem children (students) in each class.
- Take initiative to talk to them and help them to come out of their problem after identifying it.
- Meeting them personally at least twice a month to motivate and help them in their development.
- Maintain their progress dairy separately.

### **3. Student mentoring each other (peer mentoring) :**

- Students would be encouraged to help each other to solve their academic as well as personal problem within their capacity.

### **4. Evaluation :**

It was accepted that the principal, being the overall mentor would facilitate conducive environment to continue the newly introduced mentoring scheme in the school. It was proposed that three teachers from each section (junior and senior) would be appointed who with the principal would decide the convenient days to hold staff meeting to evaluate the working of the mentoring scheme as well as the execution of vision and mission statement. The group had agreed that there would be staff meeting once in two months for this purpose. It was also said that the core group of 6 teachers will keep the record of anything unusual being done for students and is proved to be helpful to students.

After finalizing the action plan, one among the participants was asked to write it down which would be handed over to the principal. It was also decided that copy would be made available to each one.

### **Feedback from the participants :**

The participants were asked by the facilitator to give feedback on the session. Almost all appreciated this session. They said it was something concrete that they were going to put into practice after this programme. One of them said, "The orientation programme would have been incomplete if we had not made any action plan because it is a help for us to take concrete step in improving our own works. It helped us to identify together with

alliance a specific path to our goal.” Another participant said, “It was like self renewal when we had been given the opportunity to review our own work. I feel happy to see the outcome of my contribution in the group.” Still another teacher said, “This session was one of the peak sessions of the whole intervention programme, because the action plan is like the outcome of our effort that we made during the past 5 days.” Another teacher said, “This activity brought us close to each other and helped us to experience the synergistic power of the team.”

#### **Observation:**

The investigator observed that the participants were very enthusiastic about making the school action plan. They were seen to be co-operative with their groups. They were active giving and taking ideas from one another.

#### **4.20.0 Session 3 : “Review of the Intervention Programme”**

During this session, the facilitator focused upon the “Review of six days’ Intervention Programme.”

#### **Objectives :**

- To remind the participants about what they had learnt during the programme.
- To give them opportunity to clarify their doubts if there are.

The facilitator asked the participants to recall the important learning that they had from four different topics namely working together (Team

Building), Vision and Mission Statements, Transactional Analysis and Mentoring Skills.

### **1. Team Building :**

**The seven steps that promote team Spirit:**

1. Mobilizing the staff towards the purpose
2. Working in collaboration and interdependence
3. Bringing about shared values and beliefs
4. Motivation
5. Recognizing the faults of system rather than people
6. Staff Development
7. Communication and Feedback

### **2. Vision and Mission Statements :**

**Vision:** It is a dream of the desired future to which the school is committed.

- Vision Creates movements in the school.
- Vision must be transmitted to each member in the school who should be motivated to commit himself or herself to it.

**Mission:** Mission describes our aim and our general action.

- It is achievement oriented.
- Gives guidance to administrative decisions.
- Vision and Mission must be shared.

### **3. Transactional Analysis :**

- Ego states are the three sets of behavioural pattern with thoughts and feelings preceding it. They are known as parents, Adult and Child ego states.

- We are modeling our significant past.
- Each person has 6 ways of behaviours with their positive and negative dimensions.

**Table : 4.3 Ego States and Interaction Styles**

Ego States		Style	
		Positive	Negative
Parent	Nurturing	Supporting	Rescuing
	Controlling	Normative	Prescriptive
Adult	Photographic	Problem solving	Task obsessive
	Combining		
Child	Natural	Innovative	Bohemian
	Adapted		
	(a) Rebellious	Confronting	Aggressive
	(b) Compliant	Resilient	Sulking

The facilitator then added saying : We do not have to be real parent, real adult or real children. The labels relate more to the ways in which we develop our behaviour pattern. Most of us use the whole range, shifting to suit the circumstances. Sometimes a person seems to be stuck in a particular mode. For example, permanent Controlling Parent who tells everyone what to do or the excessive Adult who analyses everything including jokes. The more we use all ego states, the better we are able to communicate effectively with a wide range of people.

**Strokes :**

**Positive Strokes :** It makes the person feel good. It counts the person and recognize him/her.

**Negative Strokes :** It discounts the person

#### **4. Mentoring Skills :**

1. Attending
2. Listening
3. Responding with Empathy, Respect, Genuineness, Questioning
4. Action Strategy

#### **Force Field Analysis Approach and 7 steps of problem solving:**

1. Define the problem
2. Define the goal
3. Analyse the option and establish priorities in selecting problems.
4. Select an option for implementation and prepare an action strategy.
5. Implement the strategy
6. Evaluate the progress
7. Prepare a new strategy for future progress

#### **Feedback from the participant :**

The facilitator asked the participants to give their feedback on the 6 days' intervention programme. All most all of them appreciated it and found useful for their personal as well as professional life but just one Training programme is not enough. They acknowledged that they need more experience and practice. They expressed their wish if they could be given more opportunity to participate in such courses. One of them said, "This programme has empowered us by teaching different skills. We feel more equipped." Still another participant expressed her regret for those who could not attend the programme or partly attended.

**Observation :**

Throughout the intervention programme the investigator had been observing the participants in terms of their participation, response, attitude toward the input given to them and the climate of the whole group. It was observed that the participants were interested to learn the skills. This was clearly seen because they were asking different questions and clarifying their doubts. They discussed the happenings from daily experiences and were seen taking notes. In general, it was observed that the participants were very co-operative during the intervention programme.

**4.21.0 Session 4 : “Conclusion”**

The facilitator summarized the whole intervention programme with a story of “The Eagle” to say the role of a teacher as a mentor in the life of a student.

**The Story of The Eagle :**

Once upon a time, while walking through the forest, a certain man found a young eagle. He took it home and put it in his barnyard where it soon learned to eat chicken feed and to behave as chickens behave.

One day a naturalist, who was passing by, inquired of the owner why it was that the eagle, the kinds of birds, should be confined to live in a barnyard with chickens “Since I have given it chicken feed and trained it to live as a chicken, it has never learned to fly, “replied the owner.” “It behaves as chickens behave, so it is no longer an eagle.” “Still” insisted the naturalist, “It has the heart of an eagle and can surely be taught to fly.”

After talking it over, the two men agreed to find out whether this was possible. Gently the naturalist took the eagle in his arms and said, "You belong to the sky, not to the earth. Stretch forth your wings and fly!" the eagle however, was confused, he did not know who he was, and seeing the chickens eating their food, he jumped down to be with them again. Undismayed, the naturalist took the eagle on the next day up on the roof of the house, and urged him again, saying: "You are an eagle, Stretch forth your wings and fly!" but the eagle was afraid of his unknown self and the world, and jumped down once more for the chicken – feed.

On the third day, the naturalist rose early and took the eagle out of the barnyard, up to a high mountain. There he held the king of the birds high above him and encouraged him again, saying, "You stretch forth your wings now and fly!"

The eagle looked around back towards the barnyard and up to the sky. Then the naturalist lifted him straight towards the sun, and it happened that the eagle began to tremble. Slowly he stretched out his wings. At last, with a triumphant cry, he soared away into the heavens!

It may be that the eagle still remembers the chickens with nostalgia, it may even be that he occasionally revisits the barnyard. But as far as anyone knows, he has never returned to lead the life of a chicken.

After having read this story, the facilitator asked the participants to reflect the story. He then asked two questions. (1) Who the naturalist is, (2) Who the young eagle is. She then concluded the programme saying, the naturalist had so much patience. He had trust on the little eagle and its

ability to fly high in the sky. Therefore, gave many opportunities and motivated it to become what it really was.

There after the facilitator thanked the principal of the school for having given the opportunity to conduct this programme in the school for 6 days. She also thanked the participants for their valuable co-operation.