2 EDITION



NURSING EDUCATION

BT Basavanthappa

JAYPEE

NURSING

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CHAPTER 4

Human Relationships in Nursing

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Nature of Human Relations

The concept of human relations in institution is to ensure that fundamental rights are not taken away from the individual for the simple fact that he is gainfully employed. It is advice to ensure him a fair deal taking into consideration his needs for existence as a respectable citizen of the country.

Human relations are important in institution because they explain why one person works harder than another? Why one teacher quits his job? Why one student quits the college or school? Why one group of persons restricts the output and another works energetically? Why one group goes on strike and another does not? Motivation is the unifying concept for human relations. Individual effectiveness depend to a considerable extent upon the physical and mental efforts and abilities of those who manager and perform the productive operations with human energies, skill and knowledge. The natural and physical resources are inert and of little value.

It has been rightly said institution is not a machine, it is a complex form of a human association. The true understanding of institution is to understand the thoughts of those engaged in it and maintain a fair balance between the things. The term human relations applies broadly to the interaction of people. Much of this interaction is in any organisation where people are found together in some sort of formal structure to achieve an objective. Human relations is the study of human behaviour at work and efforts to better action producing desired goods. Human relations means relationship that should exist and be cultivated and practised by management. Human relations is an applied art and science. Human relations is integration of people into works situation that motivate them to work together productivity, co-operatively to provide economic, psychological end social satisfaction.

Human relations has three goals:

(a) To get people to produce or provide service.
(b) To co-operate through mutual interest.
(c) To gain satisfaction from their relationship.

Human relations is the development of producing and satisfying group efforts. It is a, discipline in itself. Human relations stands for the development of an effective organisation. It is more than winning friends and influencing people. It is based on the recognition of human feelings and aspirations in the organisation.

The goals of human relations are:

(a) To gain better understanding of one's self.
(b) To broaden and sharpen sensitivity to the feelings of others.
(c) To develop respect for others.

Each man is unique from the day of his birth. Every day events with which an individual comes in contact make him even more different, because they constitute a part of individual's experience. Individual differences mean that management can set the greatest motivation among personnel by treating them differently. Individual is the source of feeling, judgement and action, and is the one who determines satisfaction and is motivated. The group is individuals' creation and exists for him. The individuals comprise the bricks that make up the building which we call a group. Even when the group is so powerful that it virtually controls one's life, it is so because of individuals therein.

Every person is different from others and consequently within the limits of fairness based on wise policies and

regulations, should be selected, trained and treated on the basis of the kind of person he is. The need to know the person has long been recognised as essential to the effective selection and placement of people at work. There are dozens of ways in which individuals differ. Individuals differ in their physical characteristics, in intelligence, aptitudes, interests, temperament and in character. These differences are, for the most part uncorrelated but remain very important. It is commonly believed that might often makes an important difference in personality. Managers and salesman observe that the short man imbibes traits of cockiness in an effort to compensate for his feelings of inferiority. Children who were given a chance to cheat in examinations, and who were observed without knowing that they were being watched, showed the bell shaped normal distribution curve just a little lopsided toward the high character side. In other words, almost no children cheated all the time, and the great majority of children cheated some of the time. The extent to which his study of children can be applied to adults is not known, but it probably has little though not complete application.

Man's action is shaped by his 'private' conceptions of the world. Consequently we should try to learn what our own private conceptions are and whether they are based on supportable evidence. Although some organizations may occasionally wish they could employ only a person's skill or his brain or his hands but man can be employed only as a whole person. His skill does not exist separately from his background or knowledge. His home life is not totally separable from his work life, and his emotional condition is not separate from his physical condition. Each of these two affects the other.

Evolution of Human Relations

It was Robert Owen in 1800 who first emphasised human relations need for employees. He taught his worker cleanliness and improved working conditions which could hardly be called human relations but it was the beginning. Andrew incorporated human factors into the philosophy of business. He introduced an important factor to recognise workers by providing hot cup of tea, medical treatment, adequate ventilation and sickness payments, etc. FW Taylor often known as father of scientific management is responsible for subsequent changes in human relations in industry. Taylor's work eventually led to improved conditions and productivity for industrial workers. Then came Elton Mayo and his colleagues who gave academic status to human relations. They applied deep insight, straight thinking and a sociological background to industrial experiments and came up with the concept that organisation is a social system and the workers are indeed the most important elements in it. Elton Mayo and his colleagues came to the conclusion that worker is not a simple tool, but a complex personality interacting in a group situation.

Mayo began his early piece of research with the introduction of rest periods of two 10-minute breaks in the morning and two in the afternoon. The workers were encouraged to sleep during these periods, which initially were made available to only one-third of the men in the department. The results were impressive, labour turnover, decreased and output went up. It was further noted that morale had improved and the men were more friendly in their attitude. But what was most important to Mayo that there was an almost equivalent rise in production and decrease in labour turnover among the two-third of the men who had been excluded from the experiment although working in the same department. By the end of the first month of the experiment the production efficiency had reached nearly 80% and the workers received their first bonus. Subsequently within 4 months the level of production was 82%.

At this point of the research certain difficulties began to arise. The supervisors of the department had never liked the new system. They believed that the rest pauses should be earned, and when a special rush, order was received, they abandoned the rest pauses completely, within 5 days, conditions were back to what that had been when the production was the lowest for months, absenteeism went up and morale went down. The position was more desperate for the firm, since it looked as if the rush order would never be completed. But at this moment the president of the company, in consultation with Mayo, took charge. He ordered that during the rest pauses the machines should be shut down so that everyone in the department would take rest whether he was worker or supervisor. The supervisors were still more alarmed, it seemed impossible that the time lost on the job could ever be recovered. But once more absenteeism reduced and morale went up and production increased to 77.5%. Subsequent changes permitted the men to select their own rest pauses so that the machine could be kept running continuously. During the final phase of the experiment, production reached 86.5% and several years later the president of the company was able to report that labour turnover had never exceeded 5 to 6%.

Human Relation in Ancient India

Gita teaches human relations. The birth of human relations is found in religious script, from India. Our religious books such as Ramayana, Upanishad, Gita and Mahabharat emphasis the importance of good human relations. In the

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context of human relation the Ishopanished says that the wise man who realises all beings as not distinct from his own self and his self as the self of all beings does not by virtue of that perception, hate anyone.

Gita also is based on a rational insight into the true nature of human personality and is intended to lead to the discovery and enrichment of that personality. The Gita transcends morality and lands in spirituality, where moral conflict ceases once for all. Gita advocates that duty must needs be performed for the welfare of humanity at large. The Gita enjoins the discharge of duty for the good of humanity, since it is conducive to God realization. Gita advocates humanism. The Gita preaches the cultivation of good will or free will and of love for all beings. It enjoins forgiveness for the sinners, compassion for the distressed, respect for scriptures, dedication to God, service to humanity, respects for one's duty. According to the Gita good is superior to right. Even the killing is not bad, if it is for the welfare of humanity.

The Gita speaks of three paths viz., the path of knowledge, the path of devotion and the path of action, for the accomplishment of final goal of life. Men is allowed freedom to choose any of the three paths, in accordance with his own temperamental dispositions, inclinations and tendencies. Man can reach his goal by the pursuance of the path of knowledge. Knowledge culminates in perfection. "Even if you be the worst sinner amongst all sinners, you will easily cross the ocean of all sin by the boat of knowledge." Even by following the path of knowledge, one can attain liberation. Similarly the devotion demands dedication. Devotion reaches its completion when the devote forgets his identity to become one with the devotee by means of complete surrender.

By taking up the path of action, man arrives at his destination. King Janaka and many others attained their perfection through selfless action. They worked for humanity at large. And, thus, serving humanity they attained their liberation. According to Gita, it was through action alone that Janaka and others attained their perfection. Selfless action leads to the realisation of Brahman. Man is to act not to be acted upon, since he is to attain his perfection. This is why, the Lord advocates, time and again, the need of detachment for the attainment of the highest.

It has been seen that man's goal is realisable through the pursuance of any of these three paths. However, we must not fail to note that the Gita does not exclusively advocate either knowledge, or devotion, or action; it pleads for a harmonious integration or synthesis of them. It synthesizes different paths of self-realisation in to its unique conception on Niskamkarmayoga in such a way as they all make a unified whole where each has its meaning and significance in a systematic whole.

A rope can bind no wore after it is burnt, though it may still retain the appearance of a rope. Similarly, actions bind man; but burn him in the fire of wisdom. The Gita represents our unparallel reconciliation amongst the different aspects of human life viz, moral, aesthetic and philosophical. The synthesis of action, devotion and knowledge, in the Gita, is based on the fact that man is a complex of thinking, feeling and willing. The psychologists believe that though these three aspects of mind are distinguishable yet not divisible, since they cannot stand by themselves in isolation. One cannot be separated from the other exclusively.

The Gita brings about a reconciliation or synthesis amongst knowledge, devotion and action. Harmony of thinking, feeling and willpower is imperative for the complete realisation of one's self. Action in the absence of knowledge commits suicide. Hence, knowledge is imperative. Action dictated by knowledge leads action to right direction. But we are to note that knowledge never dawns until devotion and faith in God is cultivated. The Gita declares, "The man of faith, zeal and self control attains knowledge; having realised knowledge, he immediately attains supreme peace."

Miller and Form in their Industrial Sociology summarised in detail the various conclusions which can be drawn from Mayo's researches:

- Work is a group activity. The social world of an individual is primarily patterned about work activity. The need for recognition, security and sense of belonging is more important in determining worker's morale and productivity than the physical conditions under which he works.
- The worker is a person whose attitudes and effectiveness are conditioned by social demands from both inside and outside the work place.
- Informal groups within the work place exercise strong social controls over the work habits and attitudes of the individual workers.
- Group collaboration does not occur by accident; it must be planned for and developed. If group collaboration is achieved the work relations within a work plant may reach a stage which resists and disrupts effects of adaptive society.

Factors Influencing Human Relations

Human relations had gained popularity since 1950s. Following are some of the important factors stressing the importance of human relations:

- Human behavior need considerable attention to achieve development in the area of engineering, sales, finance and management.

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- Increased size of the organisation creates many, new problems which emphasise the importance of human relations.
- Greater specialisation created new human problems which calls for greater attention on human relations.
- Higher standards of living in modern society emphasises human factors.
- Need of maturity.

Good human relations should have some spine and firmness. Sometimes people feel more insecure with an individual who pat them than the one who tells them where they stand and why? If the approach is based on taking the strengths and weaknesses of other as being part of reality just because all people are human beings and that we are interested in them then our touchness will be respected and our kindness will be accepted as being sincere. The relations between individuals, between the individuals and the group constitute an important phase of human relations. For effective human relations it has to be borne in mind that employees are human beings with human emotions, impulses and deep feelings which arise out of basic needs and drives, such as the instinct of security, possession and emotions like live-hate, anger-fear etc. This factor has to be taken *into* consideration in formulating policies in the fields of human relations.

Effective Tools of Human Relations

Everyone has the right to develop his personality to make his way up the ladder. The other important factors which need to be considered for effective human relations are:

- A sound organisational structure of the firm with clear duties and responsibilities for everyone engaged in the undertaking.
- Adequate wages/salaries good working conditions, etc.
- Suitable and uniform policies for the systematic selection, placement and orientation of the employees in the undertaking.
- Training and education for all.
- Equal opportunity for advancement for all employees and suitable policies regarding job termination.
- Two-way communication between management and workers between individual employees and between groups of employees at all levels of the industry.
- Training of employees at every level, psychologically as well as technically.
- Simplifying and making more flexible links within the organisation and strengthening the sense of community by group working.
- Informing the employees of the aims and working of the company.
- Executives must know the potentialities of each individual and should ensure a better adjustment of each person to his work.
- Establishing policies to ensure securing of employment and security in old age.

SELF AND SELF DEVELOPMENT

Mans greatest mystery is man himself. Self is the sum total of all that one call ones. In order to know one's self there should be three person, which includes:

- One is individual concerned.
- Other is the individual enquiring about oneself, and
- Objectivity of ones evaluating oneself.

The self is made of series of experiences. The concept of self is formed by the behaviour of others toward oneself. Man is the object for others but subject for oneself.

Self concept is really a social concept and other people are the standards against which emerging self is measured and defined. The self concept that bring to the job is therefore the amalgamation of:

- Perception of our parents gave us.
- The role that have learned to play with peers, and
- Record of success and failures; and
- Our notions of what rewards we deserve.

Self-behaviour means actions, activities, verbal and non-verbal communication of an individual. The effectiveness is not only the function of skill and abilities but how best it can be utilised in different situations in getting the work done from the people. It is indeed important for the executives/teachers to recognise the need for continual development and to incorporate the concept as integral part in his life. The individual will make efforts to project his image only through behavior. The behavior could have positive or negative response. The positive response develops self-confidence in the development of that part of our personality. Negative responses disconfirms the understanding of oneself. At times one feels inadequate and feeling of discomfort, anxiety, tension. These anxieties and tensions results in anger, blame, feeling of retaliation and violence. The self-analysis and self-assessment help us in overcoming the defensive mechanism.

Self Development

Self development is the most effective means of training because of the unsolicited commitment involved. Self Development is the core of development process. All the development is Self Development. Immediate question comes in mind is "Why is it called self development and not self training." Training is a process of increasing the

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skills and knowledge of employees to enable them to perform their job well while development is more akin to education.

The initiative for development has to be taken by the individual himself. Development is a process of becoming. It is toward the actualisation of potentialities. At each stage of development there are specific tasks such as skills, attitudes, understandings which are appropriate to that level of maturity and which society expects the individual to master. The development of individual is ensured when they are able to realise that in developing themselves to meet organisational needs their own physiological and psychological needs are being fulfilled. The development process transform dependence to self direction; impulsiveness to self-discipline, ignorance to knowledge, incompetence to competence; immorality to morality and self-confine to concern for self and others. Self development has emerged as major concept in management development. Self development is a process which helps the executive to define and use their own opportunities instead of being responsive to someone else. The first step towards self development is to engage oneself in some degree of self analysis. The emphasis is on the following areas:

1. Need for self development.
2. Self analysis and job analysis.
3. How to achieve self development.

1. Need for Self Development

Today's fast moving world our basic education and training is no longer sufficient to carry us through our jobs without continuous self development because jobs are growing faster than the man who holds them. The reasons why Self Development is required can be classified as "Extrinsic Reasons" and "Intrinsic Reasons."

Extrinsic Reasons

- Increasing role of knowledge.
- Technological concepts.
- Growth of system concepts.
- Advances in knowledge which require a redesign of managerial competence.

The above extrinsic reasons are primarily due to the increasing *"Obsolescence of Human Knowledge"* by the current ongoing revolution of knowledge. The pace of change has speeded up and may continue at an ever increasing rate. One has to keep oneself up-to-date for the very survival. Today each successive change renders the previous change obsolete. But who is responsible for obsolence? It is the individual, his superior, his employing organisation or his professional associates? The major share is of the individual who has to take the necessary steps to keep himself up to date. The superiors, employers or professional associates playa leading role in this, but without individual efforts it is unlikely that others can help.

Intrinsic Reasons

- To be able to identify new areas and ventures for the organisation or institutions.
- To apply new concepts and acquire skills for solving problems.

Intrinsic reasons are primarily due to changing environment leading to cultural shocks which can be met by innovative techniques. In this life time boundaries have been burst and the network of social ties has been tightly woven. There is a need for each one of us to appreciate the fast changing scientific, cultural and social environment. Cultural shock are taking place and we are now finding overselves in a strange, incomprehensible new society. Present cultural shocks are relatively going to be much less than the future shocks.

Teacher/executive must search for new ways and means to anchor himself. This will only be possible if we keep pace with the time and continuously re-assess our training and development needs.

To cope up with future changes we have to change and maintain the equilibrium with knowledge revolution by meeting invention with invention. There is a need for neither blind acceptance nor blind resistance but series of creative strategies for shaping, reflecting and accelerating the selective changes. For meeting future shocks the executive must begin at personal level.

Pre-requisites of Self Development

Self development includes a wide range of development activities and experiences. The correspondence courses distant education programmes, Part time courses in educational institutes, the membership in trade, technical and professional institutes offers another avenue for self development. Reading regularly the professional literature is a must for self development.

According to Peter principle every employee tend to rise to his level of incompetence and an employee may be competent as an executive but may not be competent as a manager, because different positions require different skills, potential and capacities which can be developed through self evaluation followed by self development.

- **Desire to improve** self development demands the "desire to improve", "wisdom for selecting proper action" and "Time necessary for improvement".

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The desire must come from within the wisdom must be developed and time must be planned.

- **Will to work:** Important component to self development is the "Will to Work". An executive may be possessing physical, mental and technical capacity to work, but these are of no consequence to the employer unless he wants to contribute effectively. All knew that people can buy a man's time, his physical efforts but cannot buy his enthusiasm, initiative and drive. To elicit one's zeal, drive and initiative we an executive should able to motivate the people working with us and also self motivate them to a cause.
- **Overcoming inferiority feelings:** Personality is required for both self awareness and self development. The improvement of personality hinges on executives-teachers study of oneself. Personality develop as we face the world, interact with people and undertake job responsibilities. Teachers or Executive should overcome the feeling of inferiority which are inevitable when an executive compares his insignificance with the immensity of the universe. The inferiority complex can be overcome by developing social interaction at work. They should not be scared of making mistakes, as there is no other way of learning how to work.
- **Building confidence:** Confidence is the basic element to success in practically all walks of life. It is a stepping stone towards the process of self development. The lack of confidence is a characteristic which makes an executive different from other executives. To find out the causes of lack of confidence executive has to spend a few minute each day thinking about the past events of his life and relieving himself from the feeling of fear, depressed emotions and lack of confidence. This exercise will enable an executive to get an insight into the reasons leading to lack of confidence and thereby releasing the depressed emotions which lie at the root of lack of confidence and feeling of fear, etc.

  Admitting mistakes, however demands courage and courage is the health of soul. To be an effective executive we need persistence, self confidence, purposefulness and freedom from inferiority feelings. Persistence come from staying in the job, but changing one's attitude towards it. Persistence requires reappraisal of: "One's Job", "Time" and "New areas of interest" in the existing job. Teacher as an executive should reaffirm to one's self at frequent intervals quietly but forcefully to what ever change is desired. The instruments help the executive in self awareness and social awareness. It helps him to be assertive, recognise the other's point of view and to be sure to get one's point across. This exercise should be repeated till he can think about it without getting upset.
- **Setting goals for development:** Self development is hard work and by definition it is our responsibility. Self Development therefore involves personal change; new abilities, different outlooks, new feelings. As a result of self development, we feel we are better person, or a better teacher or manager. It is due to these new qualities, rather than mere improvement of skills and abilities that we feel confident and matured. Self development is also understood as development for personal growth since it leads to development as a person rather than as a manager.
- **Role of others in self development:** In self development others have an important role to play. The others can help us by giving us feed back, by asking question, discussing and helping us to think and rethink. Others may support us when the process is difficult or they may challenge us and force us to reconsider our view point ideal/thoughts. These people could be our family members, friends or colleagues; persons with whom we are comfortable. Following are some of the people who can help us to improve our effectiveness in the job:
  1. Boss,
  2. Professional Helpers,
  3. Internal Professional Advisers,
  4. External Professional Advisers and,
  5. Colleagues.

The executive normally has an explicit and certainly implicit managerial responsibility for helping the development of subordinate. The responsibility is attributed but in practice avoidable. Professional helpers also carry formal responsibility which again can be explicit or implicit. Internal professional adviser cover personnel specialists, management development advisers, management trainers, and human resources specialists. This responsibility is not always met, especially where training and development are compartmentalised. These specialist can help in defusing the objective, philosophy and desired management development and also in formulating formal schemes, policies and procedures necessary to support these objectives. Mentoring is the idea of an older manager choosing the younger manager for whom he will act as a coach; counsellor or sponsor, is one that has long existed informally and accidentally. Colleagues can give help when they are more experienced or more skilled in direct coaching and counselling. They may not offer such help but may well respond to a request. Perhaps the most powerful aspect of learning relationship with colleagues revolves around the kind of feedback one offers another. Subordinates provide a great deal of knowledge when a manager moves into a new role.

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- **Strengths of Personality Traits:** Self development requires hard work, therefore certain personal qualities are required which provide the drive for such work. The various traits required for self development are "Courage", "Determination" and "Freeness" from Stubbornness and Complacency.
- **Keep Record of One's Activities:** It is necessary that one must keep an account of the main events of the day, particularly those relating to our self development. Also keep record of innovative thoughts that suddenly come leading to self development. Keeping second is the master key to effective time management. Listing builds on the action and result orientation of executives and enables managers to produce above average performance.
- **Self Review:** At the end of peak days we go over in imagination, and recall everything that has happened. Analyse your transactions and reassess your performance in the light of your behaviour. Although, it sounds simple enough, this activity is surprisingly difficult, since it is very easy to let your mind waver off on something else. It is important that we review our action list for the day as many time as possible during the day. As a rule each such review need not take more than a minute or two and we can do it any where and every where. Listening to one's own innerself

  Apart from our conscious thoughts and ideas we all have a sub conscious mind. This is full of excellent ideas, knowledge and advice to us on what to do and what not to do. This is known as "Intuition". In case, we listen to our inner voice it would be of help to us in various situations involving difficult decisions and choice between alternatives. There are certain techniques for development of one's intuition. These techniques are:
  - Forgetting the problem of sometime.
  - Carrying a record of certain ideas.
  - Checking one's motives.
  - Talking with oneself, and
  - Listening to one's own feeling.
- **Positive Attitude:** The instrument on finding one's attitude will provide us the feedback whether our attitudes is positive or negative. In order to transform our attitude we simply need to change the direction in which we lean or move. No matter what attitude we adopt, the flow of life continues but in the moment we do have a choice about the direction in which we lean, within ourselves at each moment we can exercise the choice. At each moment we can reinforce our attitude to be in our favour. We can either lean with the direction that life is moving with a positive attitude or lean against the direction that life is moving with a negative attitude. When we go with the flow, life becomes more easier, when we resist the flow, life becomes more difficult. The positive attitude leans towards goals, visions dreams and life plan objectives. By possessing positive attitude we can make new choice and create the future we want.
- **Concentrate on Future and Develop:** The past is very much complete in the sense that there is nothing you can do now to turn back the clock. What happened yesterday is already history. The key to success is building a positive attitude no matter what blocks we have inherited from the past. The ideal would be to have a clear view ahead which draws from us our least resources energy while enjoying fully whatever we have immediately in hand. Time not only improves our effectiveness but also improve our quality of working life. As mentioned earlier listing is a great power and efficacy as an aid in managing one's time. Studies have revealed ability of such people to achieve a great deal more in less time than people who are not so effective. Everything needs to be listed including points for discussion with each key subordinates, on major telephone calls and at important meetings during the day.
- **Improving Communication:** Communication is a process of change. In order to bring about self development, the communication necessarily has to be effective and purposive. How important the communication, is can be established from the fact that a normal human being communicates for 27 years which if recorded, might cover 10000 books of 400 pages each and 80 to 90% of our working time goes in communicating with others (60% in talking or listening and 20 to 30% in reading or writing). The technique to improve communication is 'Self Knowledge'. To get better acquainted with oneself we should take 15-20 minutes in quiet each day to study oneself; one's purpose and relationship to other concerned employees and the Company. What is said on the job, is the most important part of communication in. business and industry, intellectual honesty, living with what is said, acting cooperation as well as talking about it are essentially in developing communication with an organisation.
- **Develop Listening:** The art of listening is of far greater importance. It is one of the most difficult aspects of communication process and we listen to better than 30% efficiency. The increased efficiency in listening leads to greater enjoyment of life and also can help in overcoming major breakdowns, frustrations; ice feeling being caused by bad listening habits. The guidelines for effective listening are:
  - Listen with understanding.
  - Concentrate to exact information.

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- Listen the idea and not the facts or speaker.
- Emotion and prejudices should be away from listening.

Phases of Development

In order to understand the process of self development, let us understand the various important phases of individual development to deferent passages to adulthood.

(a) Early childhood
(b) Late childhood
(c) Adolescence
(d) Adulthood

(a) Early Childhood: Parents are the teacher of the child and should encourage the child to do many of the routine things for himself. Parents should pay special attention to child's language development and child's ability to express himself. Parents should pay special attention to the physical, intellectual, social, mental and emotional development of child.

(b) Late Childhood: It is the period beginning with entrance to the primary school. It is the period between 6 and 12 years. The stage of development is a mirror of the whole life and reflects the past, the present and the future. During this period the habits are formed beside physical development, Motor development, emotional development, Social development, Mental development and Speech development. This period goes a long way in setting the pace for better adjustment during adolescence.

Emotional maturity is a matter of being caught rather than taught. The teacher should sublimate the various emotions such as fear, anger, jealously, joy and affection because emotional shocks can lead to deformity of personality. Teacher should create a climate where a child feels that he is loved, accepted and recognised. The teacher has a very important role in the intellectual development of the child by teaching him how to criticise the right thing at the right time at the right place. He should explain the reasons of punishing the child and should behave in a sympathetic manner so that children show discipline from the core of their hearts and should be democratic rather than autocratic.

(c) Adolescence Adolescence is the period of rapid growth or revolutionary changes of life-social, physical, emotional and mental. This period Adolescence marks the culmination or maturation of the reproduction process. This period emerges from late childhood and merges with adulthood. Adolescence varies from individual to individual and from sex to sex. Adolescence period depends upon climatic conditions; children of hot countries grow to adolescence quickly than those of cold countries. Adolescence is a period of stress and strain, day dreaming and adventure. During the adolescent stage people find difficulty in adjusting with themselves, with the family and with the society at large. They experience difficulties in physical, mental, emotional, social and other adjustments.

Adolescence is an important period from the point of view of education. During this period sex education should be given in free, frank, scientific, judicious and impersonal manner. Realistic and straight forward answers regarding sex will help the adolescence to channelise their sex energy into various co-curricular activities such as outdoor games, declamation and debates. These are necessary for preparing them for adult life. During this period parents should inspire confidence in their children and teachers should treat them sympathetically. The morale and religious education should also be imparted beside spirit of brotherhood and humanitarianism being cultivated among adolescent by vocational guidance. Parents-Teachers associations in schools can counsel them in removing the misunderstanding and solving the problems, of adolescence.

(d) Adulthood: This phase is the more important for an executive or teacher because most of the changes through which he undergoes is true during this period. The predictable crises of adulthood are as follows (Halscharlatt and Jack Macrae):

(i) Pulling Uproots
(ii) Trying Twenties
(iii) Catch Thirty
(iv) Rooting and Understanding
(v) Deadline Decade
(vi) Renewal of Resignation.

(i) ***Pulling Uproots:*** This is a stage from 18-22 years in the Adulthood where a man is trying to get away from parents. During this time man wants to feel that his autonomy is being subjected to erosion. In Indian context, Pulling uproots occurs at a later stage in life or in certain cases it does not occur at all. People who marry during this period often have prolonged financial and emotional ties with the family and relatives parents them for becoming self sufficient. Pulling uproots does not take place at this stage and erupt during a later stage when the penalties may be harder to bear. Pulling uproots helps the individual to conduct, administer and direct himself. None of us wants to go too fast beyond the value system to become too much of an individual. The tasks during this period are to locate oneself in a peer group role, a sex role, an anticipated occupation, an ideology or world view.

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(ii) ***Trying Twenties:*** It confronts us with the question of how to take hold in the adult world. It gives us an inner turmoils of "Who am I?" "What is the truth?" "How do I achieve my aspirations?" "What is the best way to start?" "Who can help me?" etc. It is the time of converting aspiration to reality. In this phase the tasks are enormous. This is the period of seeking a profession. The most pervasive theme of the twenties is "Doing What We Should". One of the terrifying aspects of the Twenty is the inner conviction that the choices we make are irrevocable. It is not true as the change in the profession of choice is quite possible. It is this passage in which the interpersonal relationship and the strength of will power is understood. There is also a feeling that I am different from my parents.

(iii) ***Catch Thirty:*** This is a period of being impatient. This is a period of outgrowth of career and choices of the twenties. Some inner aspects which were left out at striving to be taken into account. Important new choice must be made and commitments altered. The work involves great change, turmoil and often cries. This is the period during which executives will look for variety in their jobs. It is the time of job rotation in the job families or even to different jobs. During this passage the supervisors look forward to officers job and officers look for a broader spectrum, wider scope jobs. This is the time when there is greater possibility of disturbance in the married life, if the partner's aspiration are not taken care of. The single person desires to find a partner and the educated woman earlier contented with the families and the children venture out to find satisfaction in their profession and almost everyone who is married for nearly 7 years feels some sort of unknown discontentment. This is the passage of making one's own critical life steering decision. There is an urge to broaden oneself professionally with desire to outgrow the personal choices and making life richer.

(iv) ***Rooting and Extending:*** It is in the early thirties that man begins to settle down in the full sense. Life becomes less professional, more rational and orderly. Accomplishments are expected during this passage. This is the period when most of the executives begin putting down roots. Executives make major investments during this time and become serious about their career path. This is the passage which involves settling process and converting dream into concrete goals. During this period, couples reduce social life outside -the family and in turn focus on raising their children. The family ties become stronger during this period.

(v) ***Deadline Decade:*** This is the phase half way through the career of a person. It is the time when one begins to see the point of termination. He starts to squeeze the activities. There is loss of youth faltering of physical powers and fading purpose, likelihood of stereotype roles. This is the period between 40 to 45 years and is called the deadline decade. It is the time of both danger and opportunity. During this period, executives should re-examine their performances and re-evaluate how/to plan their resources from now on.

The women sense this inner crossroads earlier than men do. This is the time when executives want to become part of top management. There is more need of recognition. The executives become more vulnerable to criticism. Executives during this passage start feeling stale, restless, burdened and unappreciated. They start worrying about their health. During this phase executives respond with burst of caution in the rise for career position, a feeling that it is my last chance to pull away from the pack. It is during this period that certain executives start believing that his work performance is the only criteria of his worth and they play a narrow role of organisational man. To handle executives at this age group, the trainer may try to convince the executive that the role he is playing is an appropriate for him. He is good at it and to think about still higher position is not a wise aspiration for him, as they may involve lot of adjustments and he may even have to overcome obsolescence by self development. This is the time when there is a need for screening among the executives and finding out the top executives who can rise to occasion to shoulder still higher position. It could be that majority of them might have already reached to the level of incompetence and promoting incompetents to higher positions may not be in the interest of the organization's growth and success.

(vi) ***Renewal of Resignation:*** Equilibrium is regained. New stability is achieved which may be less satisfying. During this phase, parents will become children, children will become strangers, career will become just a job and each of these events will be felt as abandonment. Executives will have to renew all performance, around which they will be able to build a more authentic life structure. Personal happiness takes a sharp turn upward as partners can now accept the facts. This is the period when executive starts feeling that "I cannot expect anyone to fully understand me." At the age of Fifty, there is a new warm mellowing. Partners now each other. This is the phase where renewal is coming to approve oneself

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TABLE 4.1: Stages of development of self

Early childhood (0-6 yrs.)	*Middle childhood (6-12 yrs.)*	*Adolescence (12-18 yrs.)*	*Early adulthood (18-30 yrs.)*	*Middle age (30-60 yrs.)*	*Retired life (over 60 yrs.)*
Developing consent of self.	Acquiring wider knowledge and understanding of physical and social life.	Developing a sense of identity and self-confidence.	Finding meaning in one's life.	Establishing adequate financial security.	Adjusting to decreasing physical strength.
Learning to be a member of family groups.	Developing conscience and values.	Developing more mature relations with age-mates.	Attending a family and looking after the needs of the children.	Extending interest.	Meeting social obligations.
Learning physical and social realities.	Learning to read and write and other intellectual skills.	Preparing for an occupation.		Helping the client to become responsible and good citizens	Adjusting to the deaths of colleagues and friends.
Learning personal care.	Learning to give and take and share responsibility.	Acquiring values and social responsibility. Developing concern beyond self.	Managing the house.		Maintaining concern beyond self.

ethically and morally to act independent of others beliefs, standards and agenda. One starts becoming aware of one's own style and can play it or around it. Executives at time feel that they have reached the peak of inefficiency and would be better to get back into something where he is declared successful and is best suited.

Dynamics of Change

Elvin Toffler in his book "Future Shock" gave a good account that by future shocks he does not mean potential danger but a real sickness from which increasingly large number of individuals suffer. He emphasised on shattering stress and disorientation to which individuals will be subjected, in future. It will induce ill individuals by subjecting them to too much change in too short a time. The coherent image of future can shower the executives with valuable insights of today, and he says that man's existence is 50,000 years old and if this period is divided into lifetimes of approximately 62 years each, there have been about 800 lifetimes. From the total 800 lifetimes 650 lifetimes man spent in caves. Only during 70 lifetimes, man has been communicating effectively and passing information and knowledge from one lifetime to another. During the last six lifetimes only, man has seen the printed world. It has been only during the last four lifetimes that it has been possible to measure time with precision. During last two lifetimes, man has learnt the use of electric motor. Majority of the material and comforts goods being used have been developed within the present lifetime. This present lifetime is indeed very important as during this lifetime, man's relationship to resources has reversed itself. These statistics outline how fast the change has occurred during the monumental 800th lifetime only. In this lifetime boundaries have been burst, the network of social ties has been tightly woven. The automation, computerisation, space research and spaceships, nuclear advancement, communication, satellite, microwaves, application, etc. have come during this lifetime only. We are now caught in what might be called time skip. It means there is a need for the man to appreciate the fast changing scientific, cultural and social environment. Culture shock is what happens when a traveller suddenly finds himself in a place where Yes means No, where waiting outside the office of an executive is no cause for insult, where laughter signifies anger. Culture shock takes place when an individual working in one society suddenly finds himself in a strange, incomprehensible and new society. It cause a breakdown in communication, a misreading of reality and lack of capability to cope. Present cultural shocks are relatively going to be much less than the future shocks. Future shock can be defined as the premature arrival of the future.

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BT Basavanthappa, Professor and Principal (Retired) of the Government College of Nursing, Bengaluru, Karnataka, did Bachelor of Science in Nursing from Government College of Nursing, Bengaluru, Bangalore University. He started his career in nursing profession as 'staff nurse' and worked for about 16 years at District McGann Hospital, Shimoga, Karnataka. He continued his preparation for a career in education by obtaining Master of Nursing degree from the University of Delhi, at Rajkumari Amrit Kaur College of Nursing, New Delhi. In 1994, Bangalore University conferred on him Doctor of Philosophy in Nursing i.e. Doctoral Degree in Nursing. He is the first person in the state of Karnataka who has earned and has been awarded PhD in Nursing.

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