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manual of
role plays for
cooperative teachers

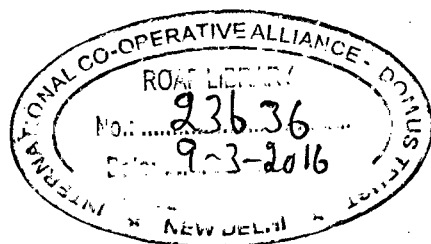
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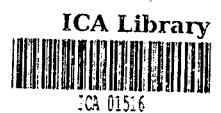
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MANUAL OF ROLE PLAYS FOR COOPERATIVE TEACHERS



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Methods in Cooperative Education

MANUAL OF ROLE PLAYS FOR COOPERATIVE TEACHERS

Edited by

Shobhana Khandwala



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Foreword

This Manual on Role Plays is the outcome of the joint work of the faculty member Prof. Miss S. Khandwala and the participants who attended the ILO/ICA/Turin Centre Course on Training Methodology and Techniques for Cooperative Staff Training in South-East Asia held in Pune (India) from 7th March to 29th April and Turin (Italy) from 2nd May to 24th June 1977. The Manual has been brought out by us with the purpose of giving the teachers working in cooperative training institutions in Asia practical guidelines about writing and using the role plays in training situations and also providing them with specimen role plays which, if they like, they can use in their courses.

After some work with the national cooperative training centres in the Region served by the ICA Regional Office & Education Centre for S.E. Asia (ICA ROEC), we came to the conclusion in the early seventies that it was necessary that a shift was made by these centres towards using modern and participative teaching techniques. With a view to testing the acceptability of this idea we arranged for demonstration of teaching through the case study, role play and in-tray exercise at the Regional Conference of the Principals and Selected Cooperative Teachers held by us in Jakarta (Indonesia) in June 1974. The response from the Principals and the Teachers to the demonstration was very enthusiastic and they asked the ICA ROEC to organise training courses for teachers in modern and participative techniques of teaching. In fact the 1974 Principals' Conference marked an important landmark in the working of the ICA ROEC inasmuch as out of this Conference emerged a standing Principals' Group called South-East Asian Specialists' Group on Cooperative Training (SEASPECT) and a strong emphasis in the activities of the ICA ROEC on improving the effectiveness of training being imparted by the national level cooperative training institutions. Around this period similar initiatives were being planned by the International Labour Office and the result was a joint training course referred above. The Part-I of the course from 7th March to 29th April 1977, which was held at the Vaikunth Mehta National Institute of Cooperative Management, Pune, and which was conducted by the ICA ROEC, concentrated on imparting skills to the participants in using participative teaching techniques and producing training material for the purpose. The role play was one of these techniques, which the participants felt would be very useful where inter-personal relationships were involved. The teachers felt that the role play had considerable advantage in those situations where an employee's behaviour vis-a-vis other persons was to be critically examined and altered. At the end of the Part-I course in Pune, a number of participants decided that they would prepare role plays based on situations in their own cooperative organisations/movements and send them to the ICA ROEC. Some other participants had chosen to prepare training materials appropriate for other training techniques.

In the Follow-up Programme which was held by the ICA ROEC at the Agricultural Credit and Cooperatives Institute, Los Banos, Philippines, in 1979, the participants directed their attention to improving and sharpening their skills in the use of teaching techniques learnt by them and in rewriting and finalising the training material produced by them. Eight participants out of 25 had produced role plays which were considered by us of a standard to be made available to a wider audience. The participants who had worked on preparing role plays and who had also tested them in the classroom situation had developed good insight and skills in writing and using role plays. Hence one of the assignments given to them at the Follow-up Programme was to prepare a Manual

which would be useful to other teachers who did not have the benefit of training. Prof. Miss S. Khandwala who had served as a faculty member in the 1977 course was also available at the Follow-up as a consultant to the group of participants who had prepared role plays and who were engaged in the above assignment. This then is the story as to how the idea of a "Manual on Role Plays for Cooperative Teachers" was born and was given practical shape. We have worked on this project with perseverance because we believed that training material produced by the teachers themselves has the greatest possible chance of being used. Our experience in this regard has been gratifying that the teachers trained by us at the above course and subsequent courses, despite some difficulties, have started using the participative teaching techniques and also producing training material. They have been given much encouragement by the Principals and other authorities of their cooperative training centres and we sincerely hope that with such participation of all involved in the training process, the cooperative training centres in the Region will make a more meaningful contribution in the future. We sincerely hope that this Manual of Role Plays will be a valuable handbook to the cooperative teachers in experimenting with a new technique and in making teaching both more effective and full of fun.

I had the privilege of directing Part-I of the Training Methodology Course and the Follow-up Programme referred earlier and hence I know at first hand the enormous enthusiasm and long hours of useful work put in by the participants during both the programmes. The participants had worked both singly and in groups during these programmes and back home and thus made contributions of valuable material for the Role Play Manual. We requested Prof. Khandwala to compile and edit the material so collected and fill in the gaps. It should be mentioned that the last part of the teachers' guidelines of each role play entitled "Analysis, Implications and Summing-up" and Chapter-III (of Section I) entitled "How to Use Role Plays given in Section-III" have been contributed by Prof. Khandwala. Prof. Khandwala is currently working as Training Manager in Bombay Dyeing and Manufacturing Co. Ltd., Bombay and before that had worked for several years as Professor in the National Institute for Training in Industrial Engineering (NITIE), Bombay. She had also functioned as a Resource Person in several of our training seminars and courses dealing with training of teachers, communication and personnel management. We take this opportunity to express our sincere thanks for the fine work done by her in preparing this Manual.

In addition to the participants, role plays have also been contributed by Dr. Dharm Vir, Prof. Khandwala and Mr. H. A. Desai. Dr. Dharm Vir, Joint Director (Education) and Mr. A. H. Ganesan, Publications Officer in the ICA ROEC, have rendered invaluable help in seeing the Manual through the press. Our deep thanks are due to both these colleagues.

In conclusion it may be mentioned that the Manual has been brought out in a loose-leaf folder file so that teachers can take out relevant sections such as description of the situation, role briefs and observation guidelines and get them scanned or photo-copied in appropriate numbers for distribution to their trainees. There is no copy right for this publication and the teachers and others are free to use it and reproduce the materials contained therein without prior approval. In order that the Manual is used as widely as possible, it is being issued at cost price.

We would appreciate to receive from the users their comments and suggestions so that we can improve the manual further, should a second edition become necessary.

New Delhi
26 September, 1980

J. M. RANA
Director (Education)

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CHAPTER-I

Role-Play—A Teaching Technique

1. What is Role-Play?

Role-Play is a teaching technique which helps cooperative officers, auditors, managers, supervisors, members and board members to sharpen their knowledge, skills and attitudes, not by talking about the problem, but actually doing something about it, in the simulated climate of training. It emphasizes practising and doing; action and experimentation. In essence, it is a “human interaction that involves realistic behaviour in simulated situation”.

Role-Play is a portrayal of a situation, where the emphasis is on the relationships amongst individuals performing various functions in a cooperative society. Thus, it centers around human interaction and human communication amongst members of the cooperative society. The participant-group is informed of the situation and they are assigned the different roles they have to play. On the basis of the situation, the Role-Players are expected to act in the presence of the other members of the group. The learners are given the opportunity to discuss and analyse the performance. Based on the specific objective or objectives of the Role-Play, learners examine how effectively the Role-Players have performed their task. They also can examine how the Role-Players' performance could have been improved. For example, the Role-Play may portray a situation where the group members actually enact the roles of the board of directors in the meeting of the cooperative society; or the Role-Play may be a problem solving exercise where the Role-Players are expected to involve themselves in a full discussion; or the Role-Play may be a situation where a manager of a cooperative society is handling the complaint lodged by a customer or where a personnel manager of a co-operative society is inquiring into a grievance of an old employee.

2. Objective of Using Role-Play :

The objective of using Role-Play as a teaching technique is to deviate from the traditional lecture method presently followed in many cooperative training situations, and introduce a participative technique of teaching, where the learners themselves are involved. The monotony in a class is broken as it arouses the interest of the trainees. It creates an effective teaching situation, facilitating sharpening of knowledge, skills and attitudes of the cooperative trainees, so as to enable them to perform their duties more effectively and efficiently.

It has been increasingly used:

- * to teach principles of management.
- ** to improve skills in inter-personal relationship.
- *** to modify attitudes and change behaviour.

3. Why Use Role-Play ?

The questions that naturally arise in the mind are:

- * “Why the Role-Play has been used so much as a teaching technique?”
- ** “How does it help a trainer?”
- *** “When does it help a trainer?”

The answers are to be found in two areas:

- A. The changed definition of training and
- B. Nature of the group that a trainer is dealing with in the cooperative training.

3.A. The Changed definition of Training:

The prime objective of cooperative training is not different from that of any other training. It is to bring about “relatively lasting modification of behaviour, resulting from changes in the knowledge, skills and attitudes of the participants”.

The traditional notion that education and training consists of one person transmitting knowledge to another has been dispelled due to modern researches on Psychology of Learning and Psychology of Training. All researchers say that learning is really an internal process.

Training is considered to be successful only when learning takes place in the participant and there is visible change in the behaviour of the participant. It is a complex process that takes place wholly in the learner, and involves his intellect, his feelings, his values, his attitudes and skills.

Thus, all training or education is really a self-education. A trainer cannot really teach but he can only help a learner to learn. The art of teaching has accordingly shifted from lecturing, lesson planning and testing the person towards involving the learner in planning, conducting, diagnosis and evaluating his own learning. In other words, the highest art of trainer is the art of ego involvement.

This is more so when the trainer’s objective is development of appropriate attitudes and sharpening of inter-personal competence and communication skills. Knowledge and information can be transmitted from one head to another, wherein appeal to mind and intellect are sufficient enough. But in skills and attitudes training, the whole person needs to be involved, his heart is to be tuned and his ego has to be strengthened.

Role-Play helps the trainer to refine this art of ego involvement. This happens because in the Role-Play, the participants plan out their strategies in the problem situation and analyse the results achieved as well as their own learning. The teacher, through Role-Play draws on the experiences of cooperative learners and encourage the learning process by relating the experiences of learners to new information or insights.

3.B. The Nature of Cooperative Learner:

Cooperative training in most situations today, takes the form of one-way communication by the teacher and the learner is expected to listen patiently. The learner often complains that cooperative training programmes are too theoretical leading to boredom. The cooperative teacher, in turns, feels frustrated that the learners do not appreciate his efforts.

Therefore, a question that is perplexing many cooperative trainers of today is, “Why can’t we train the way we were being taught in the school?” or “Why the participants do not accept what we teach them?”

The answer lies in understanding the characteristics of the group, which a cooperative trainer deals with. The cooperative trainer, does not teach a child any more. He deals with the adult group. The characteristics of the adult group are quite different from those of children.

B(i). An adult in contrast to a child tends to see himself as a responsible, self-directing person. In fact, the psychological definition of adulthood is the time when an individual becomes self responsible and self directing. For this reason, an adult has a deep psychological need to be trained with respect, to be perceived as having the ability to run his own life. He tends to avoid and resent being placed in the situation in which he feels he is treated like a child, told what to do and what not to do, as well as talked down upon. Therefore, he resents lecturing which is in essence, advising. Role-Play gives him a sense of self-direction and self-responsibility for learning, and therefore, makes training acceptable to an adult participant.

B(ii). An adult enters the training class with a different background than that of a youth. Having lived longer, he has accumulated a greater volume of experience. Because of the past experiences, an adult may have more of fixed habits, frozen thoughts and unconscious attitudes.

He has successes as well as failures in life. He has his own self-concept, his own self-image. Experience is no doubt the best teacher, but not always the right teacher and therefore, lot of skills and attitudes need to be unfrozen before he can incorporate new but appropriate attitudes and skills. Role-Play again helps here, because he acquires new data and new experience through acting and doing experiments in the classroom. He does not have to be told by the teacher because he starts analysing his new experience, and in the process, acquires new skills and attitudes without threatening his own self-concept.

B(iii). An adult is not interested in the academic discussion in the class, he is not interested in theory and principles. He is bothered by his problems and he wants solutions for them. During Role-Play, when he practices the principles and concretises the theory, he gets the first hand demonstration of usefulness of new concepts in solving his practical problems.

Cooperative learners have all the three characteristics mentioned above. The cooperative learner possesses an outstanding experience of both success and failure behind him. He is no more a student who is prepared to listen to the teacher all the time. He needs recognition and wishes to learn by bringing his own experience and ideas. He does not expect any academic training and is least interested in theory and principles. His work situation is such that he is daily confronted with problems for which he expects solutions. Therefore, he can be motivated to learn in a healthy atmosphere created through Role-Play where his experience can be drawn for him to find solutions by himself.

4. Areas of Usefulness for Role-Play:

In the light of the above conditions, the following could be indicated as areas in which Role-Play would be used as an effective teaching technique in the field of cooperative movement. The list is only indicative but not exhaustive. The teacher can think of many more suitable topics, sub-topics and areas which could be effectively covered by using Role-Play technique.

** Cooperative Education and Training:*

- Cooperative member education
- Teaching of cooperative principles
- Extension education
- Leadership development in Cooperative Societies.

- Training cooperative teachers
- Sharpening group discussion skills

**** Cooperative Management and Development:**

- Taking decisions on important policy matters in a Cooperative Society.
- Clarifying role and functions of different functionaries in a Cooperative Society.
- Conducting various kinds of meetings in a Cooperative Society.
- Relationship between primary cooperatives and their federations.
- Presenting problems of a Cooperative Society before different authorities.
- Discussing audit report with the government auditors.
- Planning for cooperative development.

***** Inter-personal Relationship:**

- Senior-junior relationship.
- Solving differences of opinion.
- Evaluation of performance and counselling interview
- Motivating the subordinate
- Giving job instructions
- Conducting legal inquiries
- Selection of employees
- Negotiating with the trade union.
- Developing Salesmanship skills.

A Word of Caution:

It is to be emphasized that there are many other participative training techniques available for a cooperative teacher. They are Case-study, In-basket exercises, Programmed Instruction, etc. Hence, Role-Play is to be used only in topics, where it has edge over the other participative techniques. It thus, does not replace other participative training techniques, but is just one more tool in the hands of cooperative teachers. Further, for certain subjects, lectures also have their usefulness.

A teacher, thus has to judiciously choose the different training techniques depending on the time available with him and the topics he is dealing. In fact, the more training techniques he uses, the more interesting his teaching will be to the participants as well as to him. Over-reliance on any technique brings in monotony and dullness.

Advantages and Limitations of Role-Play in Cooperative Teaching

Advantages to the Learners:

Training is considered to be successful only when learning takes place in the participant and there is a visible change in his behaviour. In cooperative training if the adult participant gets a feeling of self-direction and self-responsibility for learning, training becomes acceptable to him. Trainers who have experienced participative techniques find that the learners can be motivated and inspired through their involvement in teaching situations. Thus, Role-Play as one of the participative teaching techniques, is also found useful. The specific advantages of Role-Play can be enumerated thus:—

1. It enables participants to analyse new knowledge and present problems from all angles. Thus every participant gets involved in the learning situation.
2. This technique enables the participants to understand their own personalities and communication styles.
3. The participants can understand better the effects of their arguments and attitudes. They learn how to face criticism and take appreciation.
4. The participants get an opportunity to experiment with different decisions, which otherwise he would hesitate to take in real situation, because of the risks involved in real-life decisions.
5. The participants feel that Role-Play is meaningful as it is simulated from the real-life situation. They will be more positive in their attitudes as the teachers are not harping on theory.
6. It helps to break the monotony in the classroom as it breaks the barrier between the teacher and the participants as well as among the participants themselves.
7. It helps participants to exercise control over feelings and emotions.
8. If positive aspects are discussed and if criticism and conflicts are avoided, Role-Play creates and sustains interests in the classroom. Further, positive observations develop a sense of responsibility, creates a climate of acceptance and gives confidence to the Role-Players as well as observers.
9. The participants gain insights into the problems of others. For example, if a salesman is given the role of a customer, he can, not only understand the reactions of the salesman but also the problems of the customers. It is a lesson in “empathy”, in other words, a lesson in “How to put oneself in the shoes of other people”.

10. A well-conducted Role-Play often can demonstrate the gap between advising and acting, preaching and practising. For example, a manager who advises a salesman to apologize to a dishonest customer, often finds it difficult to apologize to a dishonest customer even in the Role-Play and then he realises “how easy it is to advise to the juniors, but how difficult is to practise”.

In short, Role-Play is an experiential teaching technique which helps the participants to develop and sharpen inter-personal competence and effective communication and accept new knowledge and principles after analysing them from all possible angles.

Advantages to the Teacher:

The teacher can motivate the participants to understand the problem and find solutions by themselves. He can be away and let the participants learn themselves. He can also be with the participants in the learning process. The Role-Play is not boring to the teacher also as the barrier of one way communication is broken down. The participants pay more attention and thus do not frustrate the teacher.

Limitations:

Like any other teaching technique, Role-Play also has some limitations, which a cooperative teacher may well be aware of :—

1. The cooperative teacher handles adults who possess different attitudes and characteristics. They may have fixed habits, frozen thoughts, and their own self-image. Therefore in handling them no unique standard can be applied to get similar results.
2. Where a cooperative teacher has to handle an examination-oriented programme with emphasis on completion of syllabus and a target date, he may find it difficult to use Role-Play, because Role-Play often is time-consuming and may not permit a teacher to complete his syllabus.
3. Lot of negative feelings and emotions may be aroused if the teacher does not handle the situation carefully and this creates frustration in the classroom.
4. If much time is used in the actual Role-Play, it may disinterest the observers and they may not take the observation and analysis seriously.
5. It needs a thorough preparation. The teacher has to spend much time in collecting the information and due to resistance of people he may not be able to get the correct information.
6. It may be a failure in the hands of an inexperienced teacher. A teacher who is not skillful enough to handle inter-personal dynamics, may damage the entire strategy of facilitating the process of learning.
7. It may not be successful in a multi-language group.
8. It has little scope in situations where formula, mathematical calculations, etc. are to be taught.

How to overcome these Limitations?

Teachers, new to the technique of Role-Play and handling of group-dynamics, can be equipped with a manual of Role-Plays. The manual can give already written—

- (a) Role-Play situation.
- (b) brief for the Role-Players.
- (c) guide-lines for observers.
- (d) guide-lines for teachers.

on:

- * What preparation he should make before the class and
- * What analysis he can emphasize through the Role-Play?

This is attempted in Section III of the present Manual. Eleven Role-Play situations are given for the ready use of the cooperative teachers. How to use these eleven Role-Play situations is described in detail in Chapter III of the present Section.

With the help of the guidelines given, the cooperative teacher can be helped to minimise some of the limitations described above. Once the cooperative teacher uses few of the Role-Plays successfully, avoiding its limitations, he starts seeing and feeling the usefulness of Role-Play as a teaching technique in cooperative field. Then, he may like to write his own Role-Plays. How to write the Role-Plays is described in Chapter I of Section II.

CHAPTER—III

How to Use Role-Plays Given in Section III

The present Manual has three objectives:

1. To familiarise the readers with the Role-Play as a training technique; its advantages, limitations and areas where a cooperative trainer may profitably use the Role-Play in preference to other training techniques (Chapter I & II of Section I).
2. To provide guidelines to cooperative teachers, who want to write their own Role-Plays when they are convinced of the usefulness and advantages of Role-Play as a training technique after they themselves have used some of the Role-Plays given in Section III (Section II).
3. To provide the cooperative trainers some structured Role-Plays with the guidelines for the teachers, so that they can start using the Role-Play as a training technique (Section III).

The present Chapter elaborates how to use the 11 structured Role-Plays, which are given in Section III. It deals with the following topics:

- (A) How to choose the Role-Play for use in the classroom?
- (B) Material needed, application of Role-Play, time allotment and classroom arrangements.
- (C) How to brief the participants before the Role-Play?
- (D) How to use the Analysis, Implications and Summing-up?
- (E) Different methods of using the Role-Play.
- (F) Spontaneous v/s Structured Role-Play.
- (G) Some thorny questions about Role-Play, as a teaching technique.
- (H) Discussion leading skills required by the teacher using the Role-Play.

(A) How to choose the Role-Play for use in the classroom?

(i) According to the country of origin:

These 11 Role-Plays are classified according to the country of origin in the Index. However, if any teacher is interested in using the Role-Play from another country, he may do so, preferably after modifying the names and some data of the society, to make it more relevant to the participants.

(ii) According to the objective:

The teachers want to achieve the different objectives in a particular session. The Index also gives the objective or objectives, which can be fulfilled by a teacher by using a specific Role-Play.

- * If a teacher wants to illustrate the skills required in leading the discussion or conducting a meeting or conference, he can use Role-Play Nos. 3, 6, 7 or 10.
- * Role-Play Nos. 1, 5 or 8 can be useful to a teacher who wants to demonstrate inter-personal competence and communication skills required for (a) making presentation to a committee member or members, (b) public speaking and (c) persuading a senior manager.
- * If a teacher wishes to emphasize the importance of group discussion before decision-making, he may use Role-Play No. 10.
- * To highlight the points to be applied to resolve the boss-subordinates conflicts, the teacher can use Role-Play No. 3.
- * If a teacher aims to point out the methods of conducting a Counselling Interview, so that the subordinate makes a plan of improvement instead of defending himself during such an interview, he may use Role-Play No. 4.
- * To open the eyes of the participants to the importance of active involvement of members in a Cooperative Society, the teacher may use Role-Play No. 6.
- * If a teacher desires to define the role of a good manager of a Cooperative Society, Role-Play No. 7 will be useful to him.
- * To clarify the role of the members in the group discussion meeting, especially when the jobs of different divisions are not clearly defined, the teacher may use Role-Play No. 9.
- * Role-Play No. 11 can help the teacher to nail down in memory the principles of conducting a Disciplinary Inquiry.
- * When teacher wishes to heighten awareness regarding the role of a leader in a situation where the leader wants to give reward on objective and impartial basis, Role-Play No. 2 can be profitably used.

(iii) According to the background of the situation :

A teacher can choose any of the Role-Plays mentioned above according to the objective he wants to achieve in a session. However, when there are more than one Role-Plays with similar objectives, he may like to choose a Role-Play where the background is relevant to the participant group. For example, if a teacher wants to demonstrate how to conduct a meeting effectively to a group of professors, he may use Role-Play No. 3, but if he wants to demonstrate the same aspect to managers or committee members of a Cooperative Society, he may well-use the Role-Play No. 7.

If he wants to demonstrate the principles of public-speaking or effective presentation to the committee members, he may use Role-Play No. 1, but if he wants to demonstrate the same principles vis-a-vis the general mass, he may use Role-Play No. 8.

Taking care in choosing the Role-Play, not only on the basis of the objective, but also on the basis of the background-situation, will make the Role-Play and hence, teaching more relevant and interesting to the participants.

(iv) According to the experience of the teacher:

If the teacher is well experienced, he may use a Role-Play with two objectives (Role-Play Nos. 3, 6, 7, 8, 10 & 11 are with two objectives), but if the teacher is new in the use of Role-Play and handling of group interactions, feelings and emotions in the classroom, he may well-start with the Role-Play with one objective only. Role-Play with one objective is easier to handle. After gaining experience, skill and confidence, the teacher may move on to Role-Plays with two objectives.

(v) According to the number of Role-Players:

Role-Plays with 2 Role-Players are known as “Individual-Role-Plays”, while the Role-Plays with more than 2 Role-Players are known as “Group Role-Plays”. Individual Role-Plays are generally easier to handle than group Role-Plays. Individual Role-Plays require less time also. In group Role-Plays, each member would like to present his view-point. Unless and until a teacher is experienced enough and possess adequate skills to stop the Role-Play without hurting the feelings of any Role-Players, he may well-choose the individual Role-Play or Role-Play where fewer Players are involved. With the passage of time and sharpening of skills, he may select the Role-Play with more Role-Players.

The Role-Plays are classified according to the number of Role-Players below:

No. of Role-Players:	Role-Play No.
2	4 & 5
3	1 & 9
4	Nil
5	3, 8 & 10
6	2 & 7
7	6 & 11

(B) Material needed, application of Role-Play, time allotment and classroom arrangements:

All these are described in the respective Role-Play. However, it may be mentioned that each of the Role-Plays generally can be completed in 1½ hours to 2 hours in the beginning with the following break-up:

Briefing by the teacher before the Role-Play starts	15 minutes
Role-Play itself	30 minutes
Observations by the observers	30/45 minutes
Summing-up by the teacher	15/30 minutes
Total	<hr/> 1½ hrs./2 hours <hr/>

However, once the teacher becomes adept in leading the discussion and if he has time, he can spend about 3 hours on each Role-Play, so that he can analyse the issues in detail. This will increase the overall satisfaction of the participants and effectiveness of teaching.

The more care the teacher takes in keeping the materials ready, arranging the classroom and preparing himself in the application of Role-Play, the more effective his Role-Play will be, and more learning is likely to take place in the group. The participants in such situation, will concentrate more on the Role-Play observations and analysis, otherwise, their attention will be diverted to trivialities like: finding out “Who plays what Role”, shifting the chairs and the tables in the class, etc.

Material in Part II of each Role-Play:

(1) General Description of the Situation

(2) Role-Brief

(3) Observation Guidelines are for the distribution to participants and therefore are given on different coloured pages. They can be duplicated as per the needs of the teacher and should be kept ready before the class begins.

(C) How to brief the participants before the Role-Play:

There are many methods but the one I frequently use is given below which a trainer can modify according to his objectives and the group he is dealing with.

Instructions to the observers:

- * “Role-Play is a serious learning situation, even though it provides fun as in drama and entertainment”.
- ** “Observations include both positive and negative” or “Concentrate on positive observations only”.
- *** “When you give the feedback, do not use the real life names, but use the names of the Role-Players given in the brief”.
- **** “Always support your observations with specific examples”.

Instructions to Role-Players:

- * “Listen before you argue”.
- ** “The Role-Players will have the chance to clarify their intentions and objectives. But what the observers would be telling, would be the impressions they got from your words, tone, facial expressions, etc.

(D) How to use the “Analysis, Implications and Summing-up”:

After each Role-Play, I have written the “Analysis, Implications and Summing-up”, which can be used by the teacher as guidelines. However, it must be remembered that this is my personal analysis and if any teacher wants to analyse the Role-Play in any different way, he can do so without any hesitation, as long as his analysis and summing-up fit into the objective or objectives of the Role-Play.

It may be mentioned that the Section on “Analysis, Implications and Summing-up” after each Role-Play, is not written by the authors of the Role-Play, but by the editor. So the editor takes the full responsibility of any omission or commission in this Section.

(E) Different methods of using the Role-Play:

There are various methods available for using a Role-Play as a training technique. A teacher may like to be familiar with these methods, because with the passage of time he may like to use the same structured Role-Play with as many varieties as possible, so as to make learning more effective. These methods are described below:

(i) Single Role-Play:

Here the boss as well as the subordinate or members of the committee, each with different personality, attitudes, approaches to the situation, participate as Role-Players and the rest of the participants, act as observers. After the Role-Play is over, the observers give their feed-back to the group or the pair of the Role-Players. Feed-back can be positive as well as negative.

The feed-back which is positive and is supported by concrete examples, has more chances of being acceptable by the players and results in learning. Generalised feed-back, unsupported by concrete examples creates feelings of hostility and frustration among the Role-Players. It often results in table-tennis game of ego and counter-ego, defence and counter-defence, support and

counter-support, arguments and counter-arguments and the trainer finds it very difficult to do the objective umpiring of such a game.

I need not add that most of the spontaneous and structured Role-Plays are handled as single Role-Play. Many trainers find this type of Role-Play most difficult to handle because it is definitely the most sensitive. It becomes very sensitive to the Role-Players, as every observer has eternal critical parent in his or her personality and negative feed-back comes in plenty. Therefore, a trainer who is not very adept at the use of Role-Play may suggest the observers to give positive feed-back only, in other words, to give feed-back on "what went well with the Role-Play, instead of what went wrong".

In this, learning becomes acceptable and less hurting. The negative feed-back may be an eye-opener, but it is better to concentrate on the positive feed-back because learning which helps to strengthen the strengths is more acceptable and implementable than learning with emphasis on weakness.

With role repetition, built on single Role-Play, with many players enacting the same situation, the learning generated at the end of the Role-Play is quite adequate and a sensitive Role-Player could always analyse, in the quiet of his room, "what he did not do as compared to what the other Role-Players did".

I personally feel that when single Role-Play is used, it is better not to give brief in advance so that a face-saving device is always present for the Role-Players.

(ii) Multiple Role-Play:

When the objective is to give practice to sharpen the skills and change attitudes of as many participants as possible, multiple Role-Play is used.

Many parties or groups play the roles simultaneously and there are no observers. Therefore, there are less inhibitions in the Role-Players. The learning takes place through self-analysis or mutual feed-back. The analysis of the attitudes and approaches may not be as sharp and fine as in single Role-Play, but acceptance and practice are much more.

In single Role-Play, attitudes may develop in the whole group, but the skill is sharpened only in Role-Players. If the trainer feels that the group is with adequate and appropriate attitudes and what they lack is communication skills, to translate attitudes into action, he can use multiple Role-Play with profit.

(iii) Individual Role-Play:

When the problem is pertaining to the situation where one to one relationship is to be developed like Post Appraisal Counselling, Giving Job Assignment, Dealing with Individual Complaints, Cooling Down an Emotionally Upset Subordinate or Dealing with the Boss, Individual Role-Play is used.

In this Role-Play, there are only two Role-Players and the relationship is one to one. It can be single Role-Play with other participants acting as observers or multiple Role-Play without any observers.

(iv) Group Role-Play:

When the problem aims at dealing with more than one person like Management Union Negotiation, Conference Leadership, group Role-Play is used. Here, more than one relationship is to be tackled simultaneously, like the chairman of the Cooperative Society holding a meeting with

its members, or a manager of a Society discussing future plans with officers of different departments, having varying interests and objectives.

(v) *Role-repetition:*

Role-repetition is asking the same manager to try out his approaches with different types of subordinates or having different bosses with different approaches with the same type of subordinate.

This method helps a trainer to analyse and emphasize the need of flexibility in approaches with subordinates having different personalities and temperaments. Different bosses can try out differently with the same subordinate and the trainer can analyse success or failure, coming from different approaches of different bosses.

(vi) *Role-reversals:*

The bosses who are criticising subordinates all the time, or the manager who has continuous problems with the union leader or the chairman of the committee who has difficulty in dealing with the committee members can be asked to play different roles than what they are in real life. This often results in people understanding what transpires when they are on the other side of the fence. People develop empathy, and attitude changes often occur, resulting in better understanding leading to improved communication.

Role-reversal is a method used for attitude development, while role-repetition, is a method used for skill training.

(vii) *Doubling in Role-Play:*

Whether the trainer is using single Role-Play or multiple Role-Play, whether he is having role-reversal or role-repetition, he often comes across a situation where the Role-Players cannot identify themselves with the roles given and Role-Play does not proceed further in the required direction. In such a situation, the interest slackens. To come out, the trainer can stand behind the chair of any of the Role-Players and can double him or ghost-play him.

If it is single Role-Play, he may ask any of the observers to do the same. He should not carry this too far and after injecting the idea or thought, he or the observers should withdraw. Once the interest is revived and suggestions are given, the Role-Players can themselves carry on forward.

This technique is required to be resorted to only when the participants are not familiar with the Role-Play as a training technique. Once their inhibitions are removed, most of the participants make up their lines quite easily.

(F) Spontaneous versus Structured Role-Play:

(i) *Spontaneous Role-Play:*

Spontaneous Role-Play is built upon a discussion of case or group discussion of a problem or an exercise done in the class. In cases, discussion and exercises, participants argue hypothetically, and in abstract, because it is very easy to advise and analyse after an event. Hindsight is easier than foresight. However, if the participant is required to carry out the thoughts and decisions, he may have advocated for others in case-study or exercise or discussion, by playing the role, the trainer can demonstrate the wide gap that is there between thinking and doing and what variations of communication skills are required to practise what is always easy to think and advise.

As for example in a case-study of an obstinate subordinate in a Cooperative Store, the

participants very often observe “The manager should have convinced the clerk”. When such a comment is repeated by quite a few, the trainer can say “O.K. let us try out convincing this type of obstinate subordinate”. A participant can play the role of an obstinate subordinate and another of manager. Very often in such a situation, the participant-manager fails to convince, and the trainer can discuss communication that hinders convictions. When the participant succeeds, the trainer can discuss the specific communication skills used for convincing. In any case, the trainer can bring down the participant from the general convincing to specific words, tone, logic, emotions, etc., required for convincing.

No script is to be prepared in the spontaneous Role-Play. However, the trainer is to be extremely sensitive to the opportunity thrown out by a case-study, or a group discussion, or an exercise, to use the Role-Play.

Good case-study supported by Role Play, not only changes the attitudes, but also strengthens communication skills.

(ii) *Structured Role-Play:*

When the trainer wants to give practice for planning as well as carrying out an action required to improve the inter-personal relationship, structured Role-Play gives a good advantage over the spontaneous Role-Play.

The trainer has to prepare briefs far in advance and distribute them to the participants so that they can plan out and prepare.

The above case-study can be converted into a brief for the boss who has to convince an obstinate subordinate. The trainer will have to give written brief to the participant who has to play the boss, as to what exactly are his attitudes on the issue. The trainer will be amazed to see how the different participants bring in their “real person”, in spite of the brief being given to them.

The second brief is to be prepared for the participant who has to play an obstinate subordinate. Some participants may find it difficult to play obstinate subordinate and they get convinced easily. Some participants play too difficult a subordinate. In the first case, the participant may get the wrong impression about his convincing skills and in the second case, he may develop a sense of diffidence. The trainer will have to skillfully wean the participant from both these feelings.

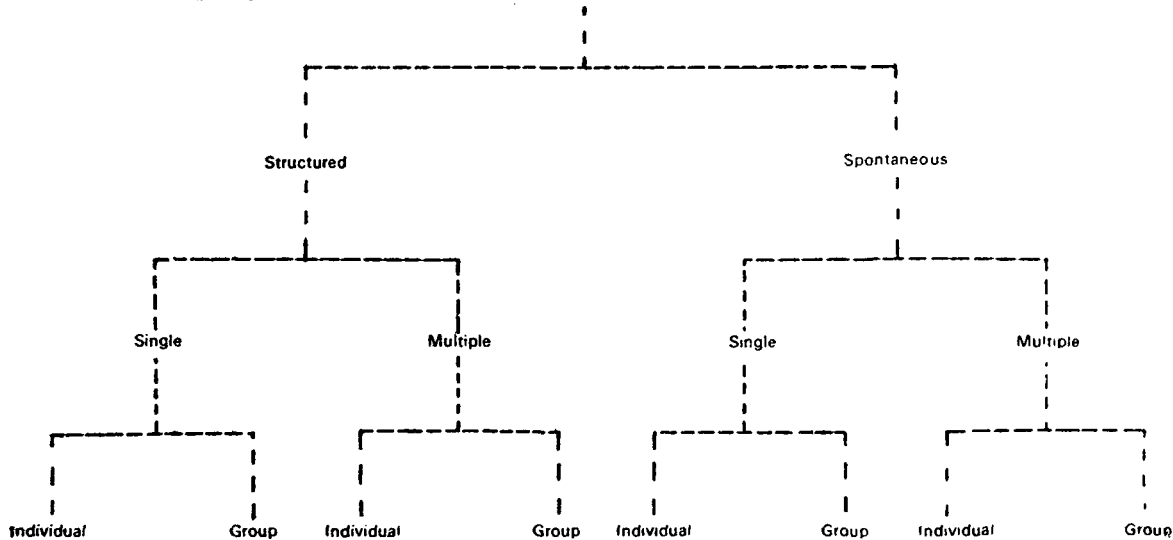
The disadvantage of giving the brief in advance, is that the participants very often become defensive of their approaches and attitudes and a learning is lost. In spontaneous Role-Play, they are more open to the observations and learning, because they have a face-saving device that “they did not have the time to plan and prepare”.

In order to come out of this situation, the trainer who has not used the Role-Play very often, may combine the advantages of spontaneous Role-Play with structured Role-Play, by keeping the briefs ready, but not giving the briefs, in advance for planning and preparation.

A teacher will enjoy the spontaneous Role-Play once he has polished his skills of using Role-Play, because spontaneous Role-Play tickles creative side of the teacher and spontaneity is always more fun, both to the teacher as well as to the participants.

The different methods of using the Role-Play are described in the following diagram :

METHODS OF USING ROLE-PLAY AS A TEACHING TECHNIQUE



Role-reversals, Role-repetition and Doubling can be coupled with or superimposed on any of the above methods.

(G) Some thorny questions about Role-Play

(i) *Can the participants of different levels and status be mixed up when the trainer is doing the in-coming programme?*

In general, it is not a good practice to mix persons of different ranks in a training class. More of face-saving problems are created by status differences. However, the problem may not be serious in small companies where every supervisor knows every subordinate and relationship is intimate and very friendly.

The extent of problems arising out of mixing ranks definitely depends on attitudes of the higher officials and the skills of the trainer. A safe principle is, when in doubt, avoid mixing of the ranks. The new trainer can try out mixing of the different levels and ranks in inter-company programmes to acquire skills of dealing with such situations.

(ii) *Is Role-Play safe to be used in the training programmes of senior and top level of management?*

Senior and top level of management do feel more of embarrassment when the observers are there. Therefore, instead of Single Role-Play, Multiple Role-Play is preferable.

However, the method I use is to re-play the Role-Play done by others. Pre-recorded Role-Plays on cassettes and close-circuit T.V. are of great help. Discussion, analysis and learning ensued are less threatening to the "self" in such a situation.

(iii) *Can we mix up the departments?*

The mixing of supervisors from different departments or divisions is highly recommended, especially when the objective is to increase inter-departmental understanding and solve interdepartmental conflicts. The bye-products are:

- * discovery that others have difficulties and problems that are similar to their own.
- ** a fuller knowledge of the way the work in other departments is related to their own work and what problems do they create for the subsequent departments.
- *** acquisition of friends in several departments.

These by-products help in the development of a broader view point of the company-functions and improve communication.

(iv) *Is previous experience necessary for Role-Players?*

The answer is “No”. However, different sequences of analysis and Role-Play are to be used. If the group is not having the experience of working in the company or organisation, the analysis of do’s and don’ts may precede the Role-Play. The objectives of the Role-Play in such a situation, is to see how the newcomers translate the principles into practice.

When a trainer deals with experienced managers and executives, Role-Play becomes successful without too many do’s and don’ts about how to tackle problem situations. In other words, the analysis follows the Role-Play which prevents self-consciousness among the experienced managers. The objective of using Role-Play with an experienced group is to see what learning they have deduced from their experiences and what learning needs to be defroze and re-froze.

(v) *Should the trainer ask for volunteers to play the roles or assign the roles?*

It depends on the experience the trainer has with the group. If the trainer is familiar with the group, it is better to assign the roles, than to ask for the volunteers.

This is just one more face-saving device because if the Role-Play fails, the trainer can take the responsibility.

If the group is experienced in the Role-Play and the trainer is experienced in discussion-leading, the trainer may ask for the volunteers.

(vi) *Can any trainer use the Role-Play as a training technique?*

The trainer who is having strong “critical parent” in him and who has a lot of “I” in him, usually finds difficulty in using Role-Play, because what is required in Role-Play is to analyse the facts and the data generated and not to give advice. Such a trainer finds it very uncomfortable to lead the discussion in Role-Play.

(H) Discussion-leading skills required by the teacher using the Role-Play :

Communication skills and inter-personal competence of very high order are required from the teacher, who wants to use the Role-Play as a training technique. As it has been mentioned, the trainer who has a highly critical attitude and likes to adopt a superior air as an adviser may not find the Role-Play a very suitable training technique. In the Role-Play, a teacher is mainly a catalyst, who tries to integrate the various insights coming from the participants.

Some of the guidelines given below can help a teacher to become an effective catalyst and to lead the discussion effectively when he is using the Role-Play as a training technique.

- (i) When the observations start coming from the observers, who have the tendency to concentrate on the negative aspects of the Role-Play, the classroom becomes a courtroom with defences and counter-defences, arguments and counter-arguments.

To contain this courtroom situation and to maintain the learning atmosphere in the classroom, a proper briefing before the start of the Role-Play is very important. Further, the teacher is to be adept in checking the negative feed-back of the observers without hurting any observer. One, out of many methods available for such a checking, is to paraphrase the observations, so as to tone-down the biting criticism and steer-clear of all the mud-slinging elements.

- (ii) The trainer is to ask open-ended questions like, what, when, where, why, how often, etc. in the beginning of the discussion to collect information and view-points, but later on he is to channel the discussion flowing from the observations in such a way that he can lead the whole group to the specified objective with which he has used the Role-Play.

The objective of the Role-Play is to generate the learning in the classroom. Very often sidetracking some of the irrelevant issues raised during the observations, without hurting the feelings of the observers becomes a great help to the trainer.

- (iii) Since the teacher is a catalyst in the Role-Play situation, it is imperative that he remains neutral while leading the discussion. It is important that not only he remains neutral, but participants should get a feeling that he is neutral and is not taking the side of the Role-Player or the observers. He must also give an impression that he does not consider any of the observations more valid than the others. All observations are equally important to a teacher.
- (iv) He cannot lead the discussion properly unless and until he has prepared himself well by—
 - (a) being clear about the objective of teaching,
 - (b) by studying the briefs properly,
 - (c) by getting himself thoroughly acquainted with the topic he is teaching through the Role-Play, so that he can summarise effectively.

CHAPTER—I

Writing of a Role-Play (Structured Situations)

As described in Chapter I of Section I of this Manual, there are many areas and topics, where Role-Play is eminently suitable as a training technique. The teacher can design a suitable Role-Play on any topic mentioned in the three broad fields of cooperative training :

- * Cooperative Education and Training.
- ** Cooperative Management and Development.
- *** Inter-Personal Relationships.

In case, the scope of the topic is very wide, the teacher can select any sub-topic and design a suitable Role-Play to cover the subject matter. For example, the teacher can take up sub-topics like “rights and duties of members”, “Repayment of cooperative dues on time”, “Participating in the business of a cooperative society”, and so on, in the field of member-education, to construct a suitable Role-Play.

While drafting the Role-Play the teacher will have to take into consideration the following 5 dimensions :

1. Fixing up of Objectives in the above area/s.
2. Identification of a Situation.
3. Target Population.
4. Collection of Material and Information.
5. Drafting of Role-Play.

1. Fixing up of Objectives in the above area/s :

It would be advisable not to incorporate more than two objectives in one Role-Play. The teacher has to be specific and he should have clear idea about the objective/s of a particular Role-Play. Mixing of more issues in one Role-Play or lack of properly defined objective/s would not help to achieve desired learning.

2. Identification of a Situation :

Before the teacher starts to write the Role-Play, he has to identify the problem/s which would form the subject matter of the Role-Play. The problem is to be related to the real life situation, as far as possible, and not an imaginary one.

Following would serve the teacher as guidelines to identify problems/situations :

- (i) The teacher has to study himself the situation in detail carefully and select major problem areas/situations which require solution by the management or the people involved in the situation. The teacher may meet all persons concerned with the problem, to know the real position.
- (ii) The selected problem is to be in conformity with the predetermined objectives of the Role-Play.
- (iii) The problem identified should be of relevance and interest to the participants.
- (iv) It should be suitable for the target-population the teacher has in mind.
- (v) Expert knowledge of the subject by the teacher is necessary for him to lead the discussion effectively.
- (vi) It would be desirable to select a problem which could be more effectively covered by the Role-Play method than any other teaching technique.
- (vii) The problem should be such that different approaches for handling it are possible.
- (viii) There must be at least two characters in the situation.

3. Target Population :

While fixing the target population for the Role-Play the teacher may take into consideration the following points :

- (i) Teacher should have the knowledge of the background of the participants viz. their level of education, experience and status in their organizations, as well as their roles and functions in the cooperative society.
- (ii) The level of participant should be suitable to conduct the Role-Play with given objectives.
- (iii) The other alternative for the teacher is to decide the target population before hand and then to select suitable situation.

4. Collection of Material and Information :

Once the teacher has defined the objectives, fixed target population and identified the situation, he should proceed to collect the material and information to help him draft the Role-Play. The following may serve as guidelines for the purpose :

- (i) Seek prior appointment of the organization and the people concerned.
- (ii) Communicate the type of information required.
- (iii) Get acquainted with the background information of the organization.
- (iv) Collect any relevant information/material from all concerned persons.
- (v) Discuss personally with the persons involved and concerned with the problem/s, obtain information, views and opinions.
- (vi) Obtain copy of original documents as far as possible.

The teacher may face difficulties in collecting information and material from the Cooperative Society, its management and other concerned people. This may be either due to genuine difficulties on the part of cooperative personnel or that they do not wish to extend cooperation. The difficulties normally experienced are enumerated below. The teacher in this case has to exercise

great skills in collecting the information and maintaining cordial and friendly relationship with them. The following may serve as useful guidelines for the purpose :

These difficulties could be categorized into two :

Genuine difficulties of Managements :

- Shortage of time on the part of the personnel from whom material is to be collected.
- Legal or confidential nature of information.
- Non-availability of certain material.
- Genuine difficulties of the organization in passing a certain information such as records which are lying with government auditor, the proceedings of the annual general meeting before they are confirmed in the next general meeting, etc.

Non-cooperation from Management/Organization :

- Reluctance to give factual and accurate information.
- Apathy towards the cooperative training programme.
- Vested interests of some people.
- Fear of disclosure of identity.

Guidelines for overcoming the difficulties :

Following may serve as useful guidelines for the teacher to overcome the difficulties :

(a) *Convenience of the Management :*

- Select time convenient to the management.
- Approach through proper channel.
- Avoid insistence in obtaining certain information which may not be available for a number of reasons.

(b) *Manner of Approach :*

- Use modest approach and courteous behaviour.
- Convince the management about the use of the material exclusively for teaching purposes.
- Assure confidentiality of the information made available.
- Convince the organization about the utility of the exercise which may help future improvements both in the working of the concerned organization and the cooperative movement as a whole.

5. Drafting of Role-Play :

The Role-Play draft should contain :

- (i) Teacher's guide
- (ii) Description of the situation
- (iii) Role briefs
- (iv) Observation guidelines and
- (v) Analysis, implications and summing-up by the teacher.

(i) **Teachers' Guide:** Teachers' guide should contain:

- (a) Objective of the Role-Play.
- (b) Target population

- (c) Group size
- (d) Materials needed
- (e) Participants to play the role
- (f) Application
- (g) Time allocation
- (h) Classroom arrangements
- (i) Any other requirements.

(a) *Objective of the Role-Play:*

The teacher has to decide beforehand the objective or objectives of his Role-Play. One Role-Play could contain one or two objectives but not more. The objectives of a Role-Play e.g. could be “How to conduct a meeting”, or “How to resolve boss-subordinate conflict” and the like.

(b) *Target Population:*

The target population has to be determined before the Role-Play is designed. The target population may consist of teachers of cooperative colleges or managers, or members of cooperative societies and so on, according to different situations.

(c) *Group Size:*

The size of the group should be manageable to conduct effective and fruitful discussion. Generally a group of 15 to 25 is considered to be a manageable group for the Role-Play.

(d) *Material needed:*

The teacher has to prepare necessary materials well in advance for supplying to the Role-Players and to the observers. Materials could include name cards of the Role-Players, teachers guide, role briefs, observation guidelines, etc.

(e) *Participants to Play the Role:*

The number of Role-Players should be such that effective discussion is possible within a given time schedule. However, though there is no hard and fast rule, Role-Plays with more than seven Role-Players usually do not become effective.

(f) *Application:*

Application means the function of the teacher while presenting the Role-Play. This includes brief introduction of the subject if the participants are new to the subject matter, distribution of description of the situation to all the participants, role briefs to the respective Role-Players and observation guidelines to the observers.

The teacher may divide the observers into groups to obtain observations on different objectives or different Role-Players.

(g) *Time allocation:*

It would be desirable to finish the entire Role-Play proceeding in about 1½ hours to 2 hours. If sufficient time is to be given for discussion on observations and to other relevant work by the

teacher the time to be allotted for the Role-Play proper may not exceed 25 to 30 minutes. It is to be seen that the interest of all the participants is maintained throughout the Role-Play. Observers lose interests, if Role-Play exceeds 25/30 minutes.

(h) Classroom arrangements:

What suitable classroom arrangements are to be made in advance to facilitate audibility and visibility by all the participants, is to be mentioned in teacher's guide.

(ii) Description of the situation:

In the description of the situation the teacher may narrate briefly the background information of the organization and the characters involved in the subject matter of the Role-Play. The teacher may focus attention on the situation identified. The information given should be brief and relevant to the situation and objectives. If required, the teacher may give additional information in annexes.

Precautions to be taken in writing the general situation:

- (a) It should be adequate so as to give the background of the situation.
- (b) It should not contain long historical data.
- (c) Do not mix up the instructions to the Role-Players in the description.
- (d) Should be factual.
- (e) Do not put attitudes of the Role-Players in the description.
- (f) Conceal the real name of the organization and the characters.

(iii) Role Briefs:

To facilitate conducting effective Role-Play, the number of roles should be manageable. Each Role-Player should be supplied with a role-brief containing attitudes of the role he is to play.

Brief should be either descriptive or in the form of points. Role-briefs should be written in conformity with the defined objective and situation identified.

Precautions to be taken in writing the Role-brief:

- (a) Use "You" and not "He".
- (b) Do not have too many Role-Players.
- (c) Conceal the real name of the Role-Players.
- (d) Do not write briefs in the form of dialogue.
- (e) Specify the Role-Player with the name and just do not say "committee member" or chairman. However, the names can be Mr. A, B or X, Y, Z etc., if Role-Play situation is to be completely unidentified and is to be made suitable for multi-national group of learners.
- (f) Do not repeat information given in the description of the situation.
- (g) Give the attitudes of the different Role-Players in their respective briefs on the specific situation.

(iv) Observation guidelines:

- (a) Separate observation guidelines should be given to cover the different objectives specified in the Role-Play.
- (b) Use the names of the roles-played and not the real name of the Role-Players.
- (c) Observation guidelines should concentrate on the process of the Role-Play when objective

for the teacher is to sharpen inter-personal competence or communication skills. However, when the objective is to highlight management principles or the role and the functions of any constituent of a Cooperative Society, the guidelines should concentrate on the content of the Role-Play.

(d) Observation guidelines should be in question form.

(v) Teacher's Analysis, Implications and Summing-up:

The meaning of the phrase "Summing Up" is to sum up all important aspects of the Role-Play, eliminating and rejecting all unnecessary parts, in conformity with the objectives and identified situations. Summing-up is to be done after proper analysis of observations and their implications.

- (i) There is to be separate summing-up for different objectives.
- (ii) Summing up is to be in conformity with the objective defined.
- (iii) The summing up is to be in the form of guidelines for target population.
- (iv) The summing up is to reveal to the target group the relevance of Role-Play to the topic taught.
- (v) The summing up is to be brief and precise.
- (vi) The summing up is to be universal in character, so as to transfer the learning in all similar situations i.e. should be applicable to all similar situations.

In-conclusion:

A well-structured and effectively written Role-Play helps other teachers to use the same or modify the same to suit his background and situation.

CHAPTER-II

How to Test and Evaluate a Written Role-Play

Once the first draft of Role-Play is ready, the cooperative teacher, who has written the Role-Play, should try it out on the group of participants for whom it is meant. During try out, he can identify the gaps, correct the mistakes and delete the unnecessary information. Thus the final shape can be given to the Role-Play and the Role-Play becomes ready for use by other teachers also.

The questionnaire given below helps in testing the different Parts of the Role-Play and in modifying it.

PART I: (of the Role-Play)

The background material for the teacher can be tested on the following points:

(i) Objectives of the Role-Play:

- (a) Was the Role-Play able to fulfill the objective or objectives stated in the Role-Play?
- (b) Did the Role-Play generate enough data, so as to elucidate the different dimensions of the objective or objectives?

(ii) Target Population:

- (a) Was the situation structured, suitable to the target population?
- (b) Did the group of participants find the situation relevant to the real life problems faced by them?
- (c) Did the participants find the Role-Play meaningful and interesting?

(iii) Group Size:

- (a) Was the group size mentioned too big, too small or adequate?
- (b) Were there enough observers left after the Role-Players were taken out, so as to get meaningful observation?

(iv) Material Needed:

- (a) Were material needed properly stated?
- (b) Was the teacher required to arrange some material at the last minute, because the writer had forgotten to mention it?
- (c) Was any material mentioned by the writer found excessive?

(v) Participants to play the role:

- (a) Were the names of the Role-Players properly stated in the background material for the teachers?
- (b) Was the group size that was stated in congruence with the number of participants, who were stated to play the role?

(vi) Application:

- (a) Were the procedures and general instructions clearly stated, so as to avoid confusion amongst the Role-Players?
- (b) Were the instructions for the observers explicitly stated for their proper guidance?

(vii) Time allocation:

- (a) Was the time allocated for the Role-Play adequate enough to effectively deliver the desired message or lesson?
- (b) Was the time allocated too long, that participants and observers lost interest in the class?

(viii) Classroom arrangement:

- (a) Were you satisfied with the instruction given about the classroom arrangement?
- (b) Did you have to modify any arrangement?

PART II (of the Role-Play)

The answers to the following questions will help in evaluating Part II which is meant for the use of participants.

(i) Description of the situation:

- (a) Was the general situation given in the Role-Play helpful for guiding the Role-Players as well as observers? Was it written in comprehensible manner ?
- (b) Was the general situation thought provoking and stimulating to the Role-Players and observers?
- (c) Did the general situation given, contain too long a historical data and take too much time for reading by the Role-Players and observers?
- (d) Were the instructions to the Role-Players mixed-up with the description?
- (e) Was the general situation factual?
- (f) Did the attitudes of the Role-Players get mixed-up in the situation?
- (g) Did it conceal the real names of the organizations and Role-Players?

(ii) Role briefs:

- (a) Were the briefs written to the Role-Players adequate?
- (b) Did the briefs repeat the information given in describing the situation?
- (c) Were the attitudes of the different characters specified in the respective briefs?

(iii) Observation guidelines:

- (a) Were the separate guidelines given to cover different objectives?
- (b) Did the observation guidelines generate enough data for the teacher, so as to help him to summarise according to his objective or objectives.
- (c) Were the guidelines given, in question form ?

PART III (of the Role-Play)

In order to evaluate Part III, which is again meant for the use of cooperative teachers only, the answers to questions given below will be helpful:

Teacher's Analysis, Implications and Summing-up:

- (a) Was the summing-up in confirmity with the objective or objectives stated?
- (b) Was the summing-up meaningful to the target population?
- (c) Was the summing-up brief and precise?
- (d) Did the summing-up reveal to the target group relevance of the Role-Play to the topic taught?
- (e) Was the summing-up universal in character, so as to help the participants to transfer learning generated from the Role-Play to similar situations?

Readings:

1. **Supervisor & Executive Development: Manual of Role-Play.**
Maier, Solem & Maier.
(John-Wiley & Sons)
2. **Training & Development Handbook.**
Bittle & Craig
(American Society for Training & Development).
3. **Co-operative Management: A Case Writing Workshop Manual.**
(I.C.A. CEMAS, London)
4. **Reading Material on Training Techniques.**
Khandwala and Desai
(I.C.A. ROEC, New Delhi)
5. **Participative Teaching Methods: A Guide with Specimen Exercises for Co-operative Teachers.**
(I.C.A. CEMAS, London)
6. **Manual for Study Circle Leaders.**
Dharm Vir
(I.C.A. ROEC, New Delhi)

A Documentary Film Production

Quazi Farid Ahmad*

PART I:

Background Material for Teachers (not to be given to participants)

1. Objective:

To demonstrate the effective ways of presentation of the case by the manager so as to get favourable response, from the other person, thus achieving his objective.

2. Target Population:

The top level managers/executives of the national level apex cooperative organizations.

3. Group Size:

The group size should be 12 to 15 including the three Role-Players.

4. Material Needed:

- (i) Role briefs
- (ii) Description of the Situation
- (iii) Observation guidelines
- (iv) Name cards for the Role-Players
- (v) Chalkboard, chalksticks, duster.

5. Participants to Play the Role:

- (i) Mr. M. Manis: member of the one-man subject committee
- (ii) Mr. Adel: General Manager, Bangladesh National Cooperative Bank
- (iii) Mr. Gomes: Executive Officer, Bangladesh National Industrial Cooperative Society.

6. Application:

- (a) In order to play the roles, players should be selected from among the participants on voluntary basis. The role players should be supplied with the role briefs according to respective role assignment just 15 minutes before Role-Play starts.

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A DOCUMENTARY FILM PRODUCTION

- (b) The observers should be given observation guidelines a few minutes before the Role-Play starts. The observers should keep quiet during Role-Play. After Role-Play is over the observers will make comments constructively.
- (c) The Role-Players may give their own views about the roles played by them.
- (d) The teacher will carefully collect points from Role-Play and also from views and comments of the observers.
- (e) The teacher will ask questions regarding learning of the participants and thereby evaluate the whole exercise.
- (f) The teacher at last will sum up everything systematically.

7. Time-Allocation:

Role-Play: 25—30 minutes.

8. Class-room Arrangements:

- (a) 3 chairs and one small table for the role-players. Name-cards of the Role-Players should be put on the table in such a way that the observers can see the names.
- (b) sitting arrangement with tables for the observers, preferably in semi-circular way.

PART II:

Description of the Situation

The National Co-operative Union of Bangladesh (BJSU) took a decision to produce a 25 minutes documentary film on the performance of cooperative activities covering four major aspects of sectoral cooperative societies. The Ministry of Cooperatives has been kind enough to grant a sum of Taka 200,000 to the Bangladesh Jatiya Samabaya Union for production of the said film.

The objective of the production of the film would be to popularize cooperative movement among the people for socio-economic development of the country.

The Bangladesh Jatiya Samabaya Union has appointed a one-man Committee. Mr. M. Manis, the Chief Executive Officer of the Union (BJSU) is appointed the member of the subject-committee. He is to select four very important areas of Cooperative Movement which have achieved comparatively better result and where expectation of greater success is positive. The Committee is to be named "Subject Committee for the Documentary Film On Co-operation". Its function is to select important areas of cooperative activities on priority basis to be focussed on the screen so that people may be attracted to participate massively in Cooperatives with the spirit of self-reliance and for national economic growth.

The Subject Committee has decided, on the basis of expert opinion from the film technologist that in the proposed film only four major aspects of the Cooperative Movement could be covered exhaustively. To select four important aspects the Committee decided to consult representatives of the Apex Societies. Therefore, the Committee has invited six Apex Cooperative Organizations to meet them in a particular place giving date and time for selection. Accordingly, the following Societies have been invited to send one representative from each:

- (1) Bangladesh Samabaya Bank Ltd.
(Bangladesh Cooperative Bank Ltd.)
- (2) Bangladesh Jatiya Samabaya Shilpa Samity Ltd.
(Bangladesh National Cooperative Industrial Society Ltd.)
- (3) Bangladesh Jatiya Matshajibi Samabaya Samity Ltd.
(Bangladesh National Fishermen's Cooperative Society Ltd.)
- (4) Bangladesh Jatiya Mahila Samabaya Samity Ltd.
(Bangladesh National Women's Cooperative Society Ltd.)
- (5) Bangladesh Samabaya Marketing Society Ltd.
(Bangladesh Cooperative Marketing Society Ltd.)
- (6) Bangladesh Swanirvar Programme
(Bangladesh Self-reliance Programme)

Out of six National Apex Societies only first two cooperative organizations have sent their representatives. The other four organizations wrote letters to the subject committee requesting to hold the meeting on some other date for their convenience.

A short background of each of two Apex National Societies are attached herewith in Annexes A and B wherefrom the representatives will collect necessary materials for their respective roles.

The subject committee has decided to select one very important area out of the presentations of the two representatives and accordingly allocation of space in the film will be given to one of these two cooperative organizations.

Bangladesh Samabaya (Cooperative) Bank Ltd,

At a glance

Bangladesh Samabaya Bank Ltd. is the biggest national organization to provide credit to agriculturists through Cooperatives. Its prime object is to improve socio-economic conditions of the peasants particularly of moderate and small means by providing them with credit for production purposes.

The Bank was established in the year 1948. At that time there was no proper rural agricultural credit policy in the country. The cooperators of the country felt the need for organizing an apex cooperative bank to assist and coordinate the activities of the central cooperative banks and their affiliates which were in financially straitened position because of, among others, the Bengal Agricultural Debtors Act, Money Lenders Act, the great famine and the partition of the country in the year 1947 and the de-linking with their former Apex Cooperative Banks.

Bangladesh Samabaya Bank performs its credit operation through 62 Central Cooperative Banks located at the sub-divisional level of the country, 12 Central Sugarcane Growers Cooperative Societies and 15 Land Mortgage Banks. The primary affiliates of their central societies now stands 40,000 in numbers and individual membership of these affiliates now exceeds 3,000,000 (three million).

The agricultural credit operation of the country needs proper publicity through documentary film and the following matter should be focussed in the film.

- (a) Role of Bangladesh Samabaya Bank
- (b) Role of Central Cooperative Banks
- (c) Role of Central Sugarcane Growers Cooperative Societies and Land Mortgage Banks
- (d) Role of Staff and Management of Bangladesh Samabaya Bank, Central Cooperative Banks and Societies.
- (e) Role of Primary Societies and individual members to get loans
- (f) Role of Cooperative Department in agricultural credit operation
- (g) Training of cooperators, agriculturists and the other staff on agricultural cooperative management.

To make the operation of the agricultural loans more efficient, effective and to bring it to an easy reach of the agriculturists, and to make it available to them timely and quickly a wide propaganda is necessary.

It may again be noted that the Bank receives different kinds of deposits from various organizations and the members of the general public. It pays the same rate of interest on its

deposits as is paid by the nationalized commercial banks of the country. The agricultural credit operation of the bank for the last three years is shown below:

Year	Amount of Loan invested	Amount of loan recovered	No. of individuals benefited
1975-76	106,160,000	120 952,000	215,000
1976-77	113,380,000	112,313,000	230,000
1977-78	166,657,000	134,578,000	340,000

As on 31st December, 1978, the total amount of loan invested by the bank was Tk. 1,475,000,000 and recovered was Tk.1,056,000,000 . The bank has a programme of issuing of Tk. 285,000,000 as agricultural loan during the current financial year.

**Bangladesh Jatiya Samabaya Shilpa Samity Ltd.
(Bangladesh National Cooperative Industrial Society Ltd.)**

At A Glance

Bangladesh Jatiya Samabaya Shilpa Samity Ltd. (Industrial Cooperative Society) is the Apex Cooperative Organization of the Weavers and Industries concerned of Bangladesh. It was registered in 1954 and has been functioning as Apex Cooperative Organization since last 24 years. The Managing Committee of the Society consists of 15 members, whose term is of one year.

The particulars of the Society are as stated below:

1. Number of affiliated Societies :
 - (a) Number of Central Societies 46 Societies
 - (b) Number of Primary Societies affiliated to the Central Societies 3196 Societies
 - (c) Number of other Primary Societies 119 Societies
 - (d) Number of individual members 428,000
2. Annual production of cloth 40 million yards (approximate)
3. Country's total annual requirement 60 million yards
4. Total imported yarn 500 bales (1977-78)
50 bales (1978-79)
5. Number of looms and shuttles
6. Working capital Taka 10,000,000/00
7. Sources of income:
 - (a) selling of imported goods (dying materials, spare parts of looms, etc.)
 - (b) service charges on the allotment of yarns
 - (c) Sales Centres
 - (d) Sales of products produced at the Engineering Factory run by the society
 - (e) Government grants and donations (if available)
8. Produced materials at Coop Engineering Factory
 - (a) Spare parts
 - (b) Power Cotton Looms
 - (c) Jute loom
 - (d) Power pumps
 - (e) Agricultural machineries
 - (f) Digar machine, etc.
9. Materials imported from foreign countries Dying of yarn, spare parts and foreign cotton yarn
10. Country's production used Cotton yarns of local mills.

PART II: Role Briefs

Brief for Committee Member

Mr. M. Manis, the Chief Executive Officer (Bangladesh Jatiya Samabaya Union)
Member of the one man Subject Committee of Documentary Film Production.

You are the Chief Executive Officer of the Union. Union has appointed you as the member of the one man subject committee for the Documentary Film Production.

You know that government has given a grant-in-aid to the Union for the said film on condition that the film must be worthwhile to focus the important areas of cooperative activities where publicity and propaganda are required to attract the people towards cooperative movement.

You have called six representatives of the six Apex Cooperative organizations of the National level to interview them and to enlighten you the major aspects of their activities which deserve publicity in the greater interest both of the movement and of the country.

You, as the most responsible person will ask questions to the representatives of two Apex Societies to highlight their respective society activities, to help locate important areas for projection in the film. Since the decision of the Union is to cover only four Societies' activities you are to be very conservative in selecting the important activities.

The representatives may try to convince you by exaggerating their achievements but you will ascertain them by asking for clarification. And if you find that actually certain areas of their cooperative activities require wide propaganda you will definitely select them. Remember, you are man of cooperative.

Brief for Executive Officer

Mr. Gomes, the Executive Officer of the Bangladesh Jatiya Samabaya Shilpa Samity Ltd.
(Bangladesh National Cooperative Industrial Society)

You are the Executive Officer of the National Industrial Society. You are doing this job for the last 3 years on deputation by the Cooperative Department. You are thoroughly acquainted with the activities of the Society.

Your Society has made tremendous progress in the field of production of cloth by organizing weavers societies in different parts of the country. The annual production of cloth of your cooperative industrial complex could meet the 2/3 of the annual needs of the country.

You are to highlight the cooperative industrial activities to the subject committee of the Documentary Film Production so that you are given space in the said film. If the people know about the activities of your weavers and the clothes produced by them they will be attracted to buy your cloth and thus by popularizing the country-made cloth you will be able to expand your industrial complex and increase production which will eventually make the country self-sufficient in cloth production. This will save the huge foreign currency involved in import of cloth.

Your presentation of facts will help you to get space in the film.

Brief for General Manager

Mr. Adel, General Manager,
Bangladesh Jatiya Samabaya Bank Ltd.
(Bangladesh National Cooperative Bank Ltd.)

You are a Joint Registrar, Cooperative Societies (retired) now working in the National Cooperative Bank as the salaried General Manager for the last two years. You have come to attend the meeting called by the subject committee of the Documentary Film. You will be asked to highlight the role played by the National Cooperative Bank in providing agricultural credit to the farmer cooperators throughout the country. You are to tell how far you have been able to cater to the credit needs of the farmers.

Farmers are mostly illiterate in your country. They do not know how to take a loan by fulfilling the requirements of the bank, to be a member of the primary Farmers' Cooperative Society, to draw a proper production plan. They also do not know how to utilize loan for the purpose, to return in time, etc. You are to advocate the need of publicity to the farmers to teach them the methods of drawing credit for agricultural activities.

You will also emphasize the importance of credit as most vital for boosting up the agriculture of the country.

You will convince the subject committee to allocate space in the Documentary Film to cover the role of your Bank in the field of agricultural credit. Your country's economy is mostly based on agriculture. Of the total population almost 85% are involved in agricultural activities. Yet you could not achieve self-sufficiency in food production. The main reason of agricultural backwardness is the poverty of the farmers who cannot afford to go for an intensive cultivation utilizing modern techniques. In this perspective you will impress upon the vital role played by your Bank.

PART II:

Observation Guidelines

The following guidelines is to be followed by the observers during observation of the Role-Play:

1. How did the two representatives of two national apex level cooperative societies (Mr. Adel and Mr. Gomes) present the activities of their respective Societies?
 - (a) How the representatives perform in highlighting their Societies' activities?
 - (b) Did they present facts?
 - (c) Were the presentations brief, reasonable and convincing?
 - (d) Did they avoid repetition, exaggeration and superfluity?
 - (e) Did they get emotional while presenting the facts?
 - (f) Were they emphasizing the weakness of other party's case?
2. What things occur in discussion?
 - (a) Did the group members participate?
 - (b) Was there free exchange of views and thoughts?
 - (c) Did the representatives use force instead of reasons?
 - (d) Where and at what points the representatives were found irrelevant in presentation?
 - (e) Could they create a permissive situation?
 - (f) What were the points of disagreement in the group?
3. What did the Representatives do to help the subject committee to understand them?
 - (a) Did they ask questions to the subject committee members to ventilate idea and objective of making the documentary film?
4. What were the results of the meeting?
 - (a) Were all ideas made acceptable by putting reasons?
 - (b) Did they avoid hurrying in presentation of their Societies' achievements?
 - (c) Did the group come to concensus regarding allocation of space in the film?
 - (d) Could the representatives succeed in winning over the member of the subject committee?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up:

All human beings are the sellers of their ideas, whenever people want to achieve their objective of getting their view-points accepted, they have to take care that presentation of their ideas, opinions, attitudes, view-points, facts, etc., is done effectively, so that the decision-makers can buy their ideas.

In this case, Mr. Manis is the decision-maker. He will accept to include in the Documentary:

- (a) the activities of Cooperative Industrial Society and
- (b) Role of Cooperative Bank in the field of agricultural credit, provided the presentation by (a) Mr. Gomes and (b) Mr. Adel is done effectively.

The task for each one of them is easy, because the members of the other four cooperative societies have not remained present. Still the importance of effective presentation cannot be undermined.

Each one of them will be able to achieve his objective of getting activities of his Cooperative Society included in the document, provided:

1. His presentation is
 - (a) factual, objective and dispassionate,
 - (b) brief and to the point.
2. He listens to the other person and allows him to talk without interrupting him.
3. He answers to the point raised by the committee members without exaggeration and superfluity.
4. He does not take every question as a challenge to his authority or bonafide, but as an attempt to collect more data to understand his Society.
5. His attitude is of stressing the achievements of his Society instead of running down the other's Society by pointing its weaknesses.
6. He asks relevant and fact-finding questions with the objective of collecting information.
7. He makes his presentation in an unemotional way, but in enthusiastic and pleasant tone.
8. He does not get excited and angry, annoyed or upset.
9. He comes well prepared with all data and salient features of his Society and presents them, point by point in a systematic way.
10. He does not resort to unrequired mannerism arising from the diffidence or unpreparedness.
11. He takes care in completing his presentation in about 10 to 12 minutes allowing time for others to ask questions. He remembers that howsoever interesting his presentation may be, others cannot pay attention for more than 12 minutes.
12. He is sensitive to the spirit of inquiry and the moods of the committee member.
13. He tries to establish tension-free climate during the inquiry by following the above principles.

National Cooperative Training Institute

H. A. Desai*
Shobhana Khandwala**

PART I:

Background Material for Teachers (not to be given to participants)

1. Objective:

To demonstrate usefulness of group decision whenever the question of fair treatment becomes an important issue for successful group activity.

2. Target Population:

Officers/Managers of Cooperative Societies and teachers of Cooperative Colleges/Institutes.

3. Group Size:

18 to 24, including the six Role-Players.

4. Material Needed:

- (i) Role briefs
- (ii) Description of the Situation
- (iii) Observation guidelines
- (iv) Name cards for the Role-Players
- (v) Chalkboard, Chalksticks, duster.

5. Participants to Play the Role:

- (i) Mr. P.: Principal of the Training Institute.
- (ii) Mr. A. }
(iii) Mr. B. } Faculty members of the Institute.
(iv) Mr. C. }
(v) Mr. D. }
(vi) Mr. E. }

6. Application:

- (a) In order to play the roles players should be selected from among the participants on voluntary basis. The Role-Players should be supplied with the role briefs according to respective role assignment just 15 minutes before Role-Play starts.
- (b) The observers should be given observation guidelines a few minutes before the Role-Play starts. The observers should keep quiet during Role-Play. After Role-Play is over the observers will make comments constructively.

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**Training Manager, Bombay Dyeing, Bombay, India.

- (c) The Role-Players may give their own views about the roles played by them.
- (d) The teacher will carefully collect points from Role-Play and also from views and comments of the observers.
- (e) The teacher will ask questions regarding learning of the participants and thereby evaluate the whole exercise.
- (f) The teacher at last will sum up everything systematically.

7. Time Allocation:

Role-Play: 25-30 minutes.

8. Class-room Arrangements:

- (a) 6 chairs and one small table for the Role-Players. Name-cards of the Role-Players should be put on the table in such a way that the observers can see the names.
- (b) sitting arrangement with tables for the observers, preferably in semi-circular way.

PART II:

Description of the Situation:

The National Cooperative Training Institute is established by the Government of the country. It runs one post-graduate diploma course of nine months for junior executives of cooperative sector and organises from time to time, short-term courses and seminars/conferences for middle, senior and top-level executives of the cooperative organisations. It has the strength of 20 full-time faculty-members, one principal and 20 administrative staff.

It is the responsibility of the faculty to keep in contact with the movement, undertake research and field studies and help in training cooperative managers, government officers of the cooperative department and the office-bearers of the state and national cooperative unions. The faculty has some minimum teaching load but is expected to make efforts for developmental academic work and for improving working and image of the Institute. The Institute has been recently offered a foreign fellowship which will help one faculty member to study development of cooperatives and training facilities for the same in U.S.A. where the cooperative movement has made successful and rapid progress.

Five faculty members have applied for it. Their over-all background is given below:

	Age	Service	Qualifications	Rating
A	50	25 years	Graduate & Govt. experience	Average Teacher, no research, no academic input.
B	46	20 years	Graduate & Govt. experience	Good teacher, no research, no academic input.
C	40	10 years	Post-graduate & Teaching experience	Good teacher, does research, overseas training, reads papers.
D	34	8 years	Post-graduate & Teaching experience	Good teacher, does research, reads papers, no overseas exposure, takes extra administrative load.
E	32	2 years	Post-graduate & field experience	Average teacher, dynamic, good field worker, political influence.

General Instructions to the Role Players

A meeting of all the above candidates has been convened by the Principal to have a group consensus about the selection of the most suitable candidate. In acting your part in role playing, accept the facts as given as well as assume the attitude supplied in your specific role. Let your feelings develop in accordance with the events that transpire in the role playing process.

When facts or events that occur that are not covered by the roles, make up things which are consistent with the way it might be in a real life situation.

PART II: Role-Briefs

Brief for Principal

You are Mr. P, the Principal of this Training Institute.

You have to make a decision for the fellowship considering the benefits to the Faculty concerned and to the Institute, its immediate and long-term consequences, how the Board and Government Directors will view your decision and at the same time, you have to ensure that you do not jeopardise your status and authority. It is your experience of the past that every such issue was used by the Board to deprive the Principal of his administrative authority and the Principal was asked to seek Board's approval. Board decisions were usually delayed and had many political strings. Such measures have weakened your power and authority.

Your decisions in the past have generally caused hard feelings in the Faculty. As a matter of fact, it usually turned out that whatever you decided was considered wrong by most of the Faculty. If you rejected a request quoting rules, you were accused as bureaucrat, pigheaded, rigid, etc. If you made an exception you were accused of partiality and favouritism. Thus today, to handle this problem you have called a meeting of the interested Faculty and want to leave the problem and decision by them as a group.

Brief for Faculty A

You are the senior most and you have given the most loyal service to the Institute. This will be the most outstanding reward the Institute can give to you. It will enhance your prestige and that of the Institute for giving such a recognition to employees with long service. You have not gone abroad. It will be a motivation to other Faculty also.

Brief for Faculty B

You are a good teacher and you have put in very long service. You have many more years to teach so that the Institute can get the benefit of your training for a long period. You have worked in the Government; so with your administrative experience you can understand the problems of cooperative movement in foreign countries and can benefit much more than those who have no such experience. You have not gone abroad. The Institute will be helped a lot by giving you the Fellowship.

Brief for Faculty C

You are qualified, young, have teaching and research experience and broad exposure. You have already travelled overseas which has given you experience to understand and adapt to new ways of looking at problems. Your experience and research insight will help the cooperative movement and you will be able to work out some permanent arrangements to exchange scholars. You always get outstanding rating in your classroom performance.

Your course evaluation tops the list and generally your programmes are in demand. You deserve the reward and the Institute too will benefit the most by giving you the Fellowship.

Brief for Faculty D

You have the requisite qualifications and enough lecturing experience. You carry on the maximum load of lectures. Your lecture input is highest. You have continuously rendered extra service at the time of selection of students, scheduling of exams and preparing programmes for the year. You have been the student adviser and have worked as Chairman of Library Committee and Hon. Rector of Hostel. Over and above this, you have done considerable field work, prepared research reports and contributed papers on cooperative movement in various seminars. This additional overseas exposure will give you a personal recognition and benefit the Institute. You have written and edited a number of papers for the Principal. You have stood by him when there was a students' revolt.

Brief for Faculty E

You have been with the cooperative movement for the last ten years and have been deeply committed to the cooperative life. You have organisational experience, worked on member education, motivated consumers and advised cooperative boards for formation, amalgamation and extension work. You have been familiar with cooperative movement, with cooperative leaders and with government machinery. You have been able to muster the support of political leaders for the benefit of cooperative movement. Your contribution to the cooperative movement and academic learning will help you to absorb the new knowledge and help the movement as well as the Institute. You have discussed your problem with some of the influential people, including some of the board members and they have assured you their support.

PART II:

Observation Guidelines

The following items are furnished as a guide for observing what the leader did and how the crew reacted.

1. How did the leader present the problem?
 - (a) In presenting the problem, did the leader have the attitude of asking for help?
 - (b) Did the leader present all the facts?
 - (c) Was the leader's presentation of the problem brief and to the point?
 - (d) Did the leader scrupulously avoid suggesting a solution?
2. What things occurred in the discussion?
 - (a) Did all group members participate?
 - (b) Was there free exchange of feelings between group members?
 - (c) Did the group use special pressure to influence any of its members?
 - (d) On which member of the crew was social pressure used?
 - (e) Was the leader permissive?
 - (f) Did the leader avoid taking sides or favouring any person?
 - (g) What were the points of disagreement in the group?
3. What did the leader do to help problem solving?
 - (a) Did the leader ask questions to help the group explore ideas?
 - (b) Were all ideas accepted equally by the leader?
 - (c) Did the leader avoid hurrying the group to develop a solution?
 - (d) Did the leader avoid favouring any solution?
 - (e) Who supplied the final solution?
 - (f) What did the leader do, if any thing, to get unanimous agreement on the final solution?
4. What would have happened if the leader had taken the decision by himself?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up:

Whenever different people are involved in a common activity, which has to be carried out effectively and successfully, the question of reward to individual member brings the issue of fairness and objectivity. Some such issues in a Cooperative Training College, National Institute or cooperative societies are:

- (a) Who should get a foreign fellowship or a foreign assignment?
- (b) Who should take extra work-load?
- (c) Who should do the unpleasant task?
- (d) Who should get more prestigious house or office?
- (e) Who can take his earned leave during children's vacation period and many more.

Supervisors, leaders, managers and principals are unaware of many factors that play a part in such a conflict. Very often, prestige and social recognition are attached to these rewards or work-assignments. Hence emotional involvement becomes very pronounced, complicating the rational issue of following the policy or laid down rules, still further.

Hence no amount of efforts on the part of the leader to play fair, satisfies even the majority of the group members, who are competing for such a reward. Even though, the leader may take the recourse to the rules of the college or the society, the parties involved regard the rules as arbitrary.

So, under such situation, whether the leader believes or not, the group decision helps, provided the leader knows how to steer the decision amongst the confusion that is first created when all group-members lay their claims and noise-level becomes deafening.

By asking the faculty-members how many are satisfied at the end of the group decision and comparing this with the estimate of the observers' in reply to the question 4 on the observers' guidelines, usefulness of group decision in such a difficult and complicated issue of fairness, can be proved by the teacher.

The principles which can be useful for the leader to steer the discussion, in such a situation, can be summed-up as follows:—

1. Let each one state his own position, claims and justifications.
2. Let past feeling of unfairness be out first, before the group can develop rational criteria for allocation.
3. Let the group develop the criteria for allocation instead of leader giving the criteria of allocation.
4. Criteria do not emerge naturally. Only when the group-members start respecting each other's rights, the members are ready to compromise and evolve rational criteria. This respect can be generated when members understand each other and when they listen to each other. Therefore, the leader is to demonstrate by example "effective listening" and not just hearing.

NATIONAL COOPERATIVE TRAINING INSTITUTE

5. Members are to be encouraged to talk freely and frankly.
6. Solutions emerge slowly as differences are ironed out and concessions are made.
7. The leader is required to persist in his efforts, even though, in the initial stages, he himself may experience frustrations or regrets at calling the group meeting for such a tricky issue.
8. No amount of rational explanation by the leader or quoting the rules of the Institute/the Society or appealing in the name of the Society/the Institute, will help the leader, unless and until the group brings them up. Otherwise, he will be seen as playing favourites.
9. Less than the optimum solutions would be arrived at by the group when—
 - (a) the solution is hurried-up without everyone getting a chance to express his claims.
 - (b) The leader is in hurry to accept the first rational suggestion.
10. Since the central question in such issue is of fairness and fairness is a very personalised concept, the major fulcrum of the leader is to have a group acceptance of the criteria and solutions.

Pondy Cooperative Training Centre

M. A. Deshmukh*

PART I

Background Material for Teachers (not to be given to participants)

1. **Objective:** The objectives of this Role-Play are:

- (a) How to conduct effective meeting
- (b) To demonstrate how to handle conflicts.

2. **Target Population:**

Cooperative Teachers.

3. **Group Size:** 15-20 including the five Role-players

4. **Material Needed:**

Name-cards of Role-Players, Black Board, chalks, Role-Play briefs, observation-guidelines, description of the situation.

5. **Participants to Play the Role:**

Principal	—	Mr. B. Thomas
Lecturer I	—	Mrs. A. Margaret
Lecturer II	—	Mr. D'Souza
Lecturer III	—	Mr. K. George
Bank Manager	—	Mr. K. John

6. **Application:**

All members should be given description of the situation. Selection of the active participants in the Role-Play should be purely on a voluntary basis. Each participant should be given a slip describing the role he has to play at least fifteen minutes before the commencement of play. The rest of the class shall be observers and after the play they should be given the opportunity to discuss and offer comments. The observers shall be given guidelines.

7. **Time Allocation:** 30 minutes for the Role-Play.

8. **Class-room Arrangements:** Sitting arrangements for Role-Players at the centre of the class while observers would be sitting in semi-circular form around the Role-Players. Name-cards of the Role-Players should be so put that observers can see the names.

*Reader, Vaikunth Mehta National Institute of Cooperative Management, Pune, India

PART II:

Description of the Situation:

A State Cooperative Union runs 15 Cooperative Training Centres in the State, to train junior level employees of cooperatives and cooperative departments. Pondy Centre is one of these 13 centres, being the oldest, established in 1947.

This Centre is situated in a rented building with two class-rooms and three small rooms. Out of these three rooms, one is used as principal's office, second as lecturers' room, third as administrative wing. There is no independent library or reading room nor the Centre has any play ground.

The Union provides finance to meet the administrative expenses of the Centre and also payment of stipend to participants of certain training courses. The Centre does not charge any tuition fees.

The Union collects education fund from cooperatives in the state under the provisions of cooperative law to meet its financial commitments. However, the collection of education fund is much less than its budgeted expenditure and it has no separate machinery for a collection of education fund. The Union exercises a rigid control over the utilization of funds by the Centre.

For the current year, the Union has asked the Centre to conduct the following training programmes.

Sr. No.	Name of the Programme	Duration	Capacity	No. of Sessions
1	Lower Diploma in Cooperation	6 months	50	2
2	Short Term Programmes	2 months	15-20	4
3	Need Based Training Programmes	1-4 weeks	15-20	4
4	Programme for Non-Official Cooperators	5 days	15-20	4
5	Seminar on any topic of importance	1 day	—	1

The Training Centre teaches the following subjects:

- (a) Cooperation—Theory and Practice
- (b) Cooperative Law and other Laws
- (c) Non-Agricultural Credit Cooperatives
- (d) Cooperative Credit and Banking
- (e) Cooperative Accounts
- (f) Cooperative Audit
- (g) Cooperative Management

The Union has prescribed syllabus for all the courses and examinations are conducted at the end of each course excluding a programme for non-officials, Diploma/Certificates are awarded to successful candidates.

The Training Centre has a library consisting of 5470 books and it receives a number of journals on cooperation.

The Centre has some audio-visual aids such as slide projector, 16 mm film projector.

PONDY COOPERATIVE TRAINING CENTRE

Teaching Staff:

The Centre has a Principal and three lecturers assisted by two clerks and other ministerial staff. The details about teaching staff are as under:

Sr. No.		Bio-Data
1	Principal	B.A. (economics) HDC, 18 years service in the Union of which 5 years as principal. Recently undergone training in cooperation for three months in Russia. No experience of working in a cooperative society, has taught most of the subjects but specializes in teaching cooperative management.
2	Lecturer I	B.A. (economics), HDC 18 years service in the Union of which 14 years as lecturer. Has experience of working in a cooperative society. Teaches cooperative accounts and cooperative audit and cooperative credit and banking.
3	Lecturer II	Diploma in Rural Service (DRS), Out of 16 years service, 7 years as lecturer. He has also completed his HDC and Government Diploma in Cooperation and Accountancy Examination. Teaches Cooperative audit and accounts.
4	Lecturer III	DRS, out of 15 years service in the Union, last two years as lecturer. No training in cooperation. Teaches Cooperation and Cooperative Law.

The manager of a large size urban cooperative bank, approaches the Centre to discuss with the Principal and its lecturers with a view to find out whether it would be possible for the training centre to organize an independent short-term (15 days) training programme for the newly recruited staff of the bank who have not yet been posted on the jobs. He wants to find out how far the training centre has the physical and other capabilities to impart the job oriented and need based training programmes. The manager is prepared to meet a part of the cost. The candidates selected by the bank are mostly commerce graduates and post-graduates.

The manager learned that the training imparted by the training centre is mostly theoretical and not very useful to impart skills.

PART II: Role-Briefs

Brief for Principal—Mr. Thomas

You are the Principal of the Training Centre.

You are over all incharge of the training programmes and administration of the Centre. However, the State Cooperative Union provides you finance to meet the expenditure within the accepted frame, directs to conduct the specified training programmes by covering the syllabus and arranging for end of the course examinations. For any additional programme you have to seek permission of the Union which is normally given, if it does not disturb the given schedule of training programmes.

You feel confident of imparting job oriented training with the help of your staff and you are prepared to accept the challenge and to work over time to meet the demand of the manager of Rupee Coop Bank.

You feel that the Union should give more opportunity for staff development.

You are prepared to utilize services of senior bank officers as guest faculty to the extent necessary.

You are an ambitious person and have good knack of dealing with the people.

You are confident that you will overcome the reluctance of your staff to take-up additional work.

Brief for Lecturer-I—Mrs. A. Margaret

You are the senior most lecturer in the Centre.

You are required to take three to four teaching periods a day and feel that you will get very little time for self-development. You have no experience of working in any cooperative business organization, however, you feel confident of teaching your subjects and develop necessary skills in the cooperative employees.

You feel that at present the work load should be reduced and more time given for self-development.

You also feel that there is stagnation in the Union and you had no opportunity for promotion for the last many years. Some of the persons junior to you have been promoted.

Under these circumstances you are not prepared to support the Principal to take-up the bank-project.

Brief for Lecturer—II—Mr. D'Souza

You are working as a lecturer in the Training Centre.

You feel that you are over burdened with work and there is no time for self-study.

You are prepared to take help from experts as guest—faculty to cover some of the topics for your subject of cooperative audit and accounts.

Brief for Lecturer—III—Mr. George

You have been recently promoted as lecturer and posted in this training centre. You have not been deputed for any training by the Union so far, and you feel that you had little scope for self-development. You have no experience of work in any cooperative business organization.

You feel that the Centre should give you more time for self-development and your work load should be less as compared to other senior lecturers.

You are not ready to accept any additional work.

Brief for Bank Manager—Mr. K. John

You are the General Manager of a leading Urban Cooperative Bank in the city of Pondy. You are B.A., M.Com. and have yourself undergone special training in cooperative credit and banking.

During your tenure as the manager of the bank for last ten years, the bank has made astonishing progress. The business of the bank has multiplied ten times in all respects. You are a progressive banker and believe in professionalization of management. You have the support of your Board for this progressive policy and outlook. The bank has recently selected, after conducting written tests and personal interviews, 30 candidates to be recruited as junior level personnel in the bank.

You intend to give these 30 candidates need based on the job oriented training in cooperative credit and banking before they are posted on their jobs. The candidates selected are mostly commerce graduates and post-graduates. You meet the principal of the Training Centre and its lecturers to ascertain how far it would be possible for the Training Centre to organize such a training programme.

You have learned that the training programmes conducted in the training centre are mostly theoretical and you want to get an assurance that the training given to your new recruits would be job oriented, need-based and suited to your requirements.

PART II:

Observation Guidelines—Objective (a)

“How to conduct effective meeting”

1. Observe how the Principal began the meeting.
 - (a) What did the Principal do to create permissive atmosphere?
 - (b) Did the Principal state the purpose of the meeting early in the session?
 - (c) Has the purpose been stated clearly and concisely?
 - (d) Was the Principal well prepared for the meeting?
2. How did the Principal conduct the meeting?
 - (a) What did the Principal do to make all members participate in the discussion?
 - (b) How did the Principal avoid one member monopolizing the discussion?
 - (c) How did the Principal take the lecturers into confidence?
 - (d) Did the Principal criticise the lecturers?
3. Observe and evaluate the outcome of the meeting.
 - (a) What did the Principal do to motivate the lecturers to take up new responsibility?
 - (b) How did the Principal convince the manager about the capacity of the Centre to meet his requirements?
 - (c) Any other point that you might have observed?

Observation Guidelines—Objective (b)

“To demonstrate how to handle boss-subordinate conflict”

The following are furnished as guidelines for observing boss-subordinate conflict.

1. How did the Principal present the problem?
 - (a) In presenting the problem, did the Principal have the attitude of asking for help?
 - (b) Did the Principal present all the facts?
 - (c) Was the Principal’s presentation of the problem, brief and to the point?
 - (d) Did the Principal scrupulously avoid suggesting a solution?
2. What things occurred in the discussion?
 - (a) Did all group members participate?
 - (b) Was there free exchange of feelings between group members?
 - (c) Did the group use social pressure to influence any of its members?
 - (d) Was the Principal permissive?
 - (e) Did the Principal avoid taking sides or favouring any person?
 - (f) What were the points of disagreement in the group?
3. What did the Principal do to help problem solving?
 - (a) Did the Principal ask questions to help the group explore ideas?
 - (b) Were all ideas accepted equally by the principal?
 - (c) Did the Principal avoid hurrying the group to develop solution?
 - (d) Did the Principal avoid favouring any solutions?
 - (e) Who supplied the final solution?
 - (f) What did the Principal do, if any thing, to get near-unanimous agreement on the final solutions?
 - (g) Any other point you might have noted?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up:**For Objective (a) "How to conduct effective meeting"**

In cooperative societies or colleges, meetings are very often considered as waste of time and they fail to achieve the objective or objectives for which they are organised. Many professors as well as cooperative officers and managers have come to dread the meetings, because they have come to the conclusion that meetings are called by the chairmen or the directors with a closed mind and that they would not listen to the view-points contrary to their own. Some others dislike to attend the meetings, because they are shy by nature and they feel, they are dominated by more vocal members. Some find the meetings to be confusing, because more often than not, the objectives of the meetings are not conveyed to them. In some cooperative societies and colleges, the meetings are considered just a show, because decisions arrived at during the meetings remain on paper only and are never implemented. In some cases, even the minutes are not circulated.

The fulcrum of an effective meeting, in any society, is the chairman of the meeting. If he is aware of the human-dynamics that govern the group members during the meeting, he can conduct the meeting successfully to achieve the laid down objectives.

In the present Role-Play, the test of the Principal, as the chairman of the meeting he has called is, whether he achieves his objective of overcoming the reluctance of the staff members to take up the additional work. To achieve this objective, all efforts are to be made by him to reduce the differences of opinion and contain the conflicts that are there within the staff members. He would be successful in achieving this objective, provided he conducts the meeting carefully by adopting the following approaches which have been found useful in similar situations by the chairmen, who are considered to be good at steering the meeting:

1. He is clear about his objective of calling the meeting and states it precisely and briefly in the beginning.
2. He establishes the rapport by building up the ego of the *entire group*.
3. He is not prejudiced and has an open mind. He shows his open mind by listening to all members.
4. He shows that he is impartial by listening to all members and not supporting only few.
5. He encourages all members to talk by asking appropriate questions.
6. He makes special efforts to draw out silent members.
7. He maintains the unity of the group by appropriately subdueing the too-dominant members.
8. He has fact-finding attitude and asks open-ended questions like what, when, where, why, how often, how, how much time back, etc.
9. He summarises periodically and takes the meeting further ahead.
10. He tries to tone down the conflicting view-points by paraphrasing them and integrating them.
11. He directs the meeting in confident, assertive and yet non-aggressive way.
12. He remains pleasant and yet business-like almost throughout the meeting.

13. He considers all members of the group as his equal, even though status-wise he is higher. He does this by using non-humiliating, non-sensitive words. He also takes care that the non-verbal messages he sends out through his facial-expression, tone and gestures, are also non-threatening and non-humiliating.
14. He, not only listens, but shows that he listens—
 - (a) by having eye-contact with the group, and
 - (b) by asking appropriate questions at appropriate time.
15. He talks less and encourages others to talk, so that he can know their ideas.
16. He takes down the notes or makes appropriate arrangements to take down the notes, so that factual minutes can be circulated later on.

For Objective (b) “To demonstrate how to handle conflicts”

In this Role-Play, the chairman has a task, not only to overcome the reluctance of the professors to take up the additional duties, but he is also required to iron-out the differences amongst the lecturers and professors, so that they make concessions to each others’ demands, rights and view-points.

To arrive at the solution or solutions in the overall interest of the college, he has to take care of the backlog of accumulated ill-feelings and grievances and refrain from taking sides. Whenever a leader or a manager or a principal has a task of making the members accept the additional responsibilities, he is very often at the losing end of his wits. If he imposes his decision, the additional responsibilities will be fulfilled in a haphazard, unmotivated manner. Therefore, extreme skills are required to guide the group in such a way that they themselves come at a reasonably fair solution and do not harm the interests of the college.

Some of these skills, which the Principal may or may not have demonstrated in the Role-Play, can be described as follows:

1. The nature of the additional responsibilities are to be stated clearly in the beginning. Facts are to be fully presented.
2. The leader is to make clear that the decision, which satisfies the majority of the group members and is still in the interests of the organization, will be accepted by him.
3. He is to demonstrate his impartiality by letting all the subordinates ventilate their grievances and ill-feelings of the past and the view-points on the present issue.
4. Only when the feelings and emotions are ventilated, the logical, acceptable, rational decision is possible. Hence the leader has an almost stupendous task of listening without judging.
5. He has two main goals in this Role-Play—
 - (a) Making his staff members to accept the additional task.
 - (b) Settling the past grievances.

To the extent he can keep the two separate, he will be able to achieve the present objective of calling the meeting more effectively and quickly. Thus, after hearing their past grievances,

he should direct the discussion to the immediate problem of the acceptance of the additional task.

6. Criticism, charges and counter-charges, mud-slinging, not only by the members, but also by the leader, are to be avoided.
7. Positive climate of problem-solving is to be evolved after the grievances are ventilated. He can do so by having an attitude of "asking for help" instead of "I am the boss". The more the leader is aware of the difficult task he is facing, the more prepared the leader will be. The preparation by the leader will be shown, if he mentions the advantages that will accrue to the members if they take-up the assignment and does not harp only on the advantages that will come to the college.
8. He is also to express his willingness to render help from his side when the members take-up the additional task.

Sumitra Cooperative Sugar Factory

Shobhana Khandwala*

PART I:

Background Material for Teachers (not to be given to participants)

1. Objective :

To sharpen participants' skills in conducting counselling interview.

2. Target Population :

Managers and Managing Directors of Cooperative Societies.

3. Group-Size:

15—25, including the two Role-Players

4. Material Needed:

Role-Play Briefs, General Instructions, Observation Guidelines, name-cards, chalk board, Tables, Chairs, etc.

5. Participants to Play the Role:

- (i) Mr. John—Managing Director
- (ii) Mr. Vinay—Manager

6. Application:

The observers and Role-Players should be given general description of the situation. When they finish reading it the Role-Players should be given the written briefs and observers, the observation guidelines. The Role-Players should be instructed to speak loudly so that all observers can listen to them. The observers should be asked to concentrate on observing Mr. John—the Counsellor only.

7. Time Allocation:

25—30 minutes for the Role-Play.

8. Classroom Arrangements:

The Role-Players should sit on a table facing each other and the observers should sit in a semi-circle so as to get good view of Role-Play. The name-cards of the Role-Players should be so placed on the table that the observers can see their names.

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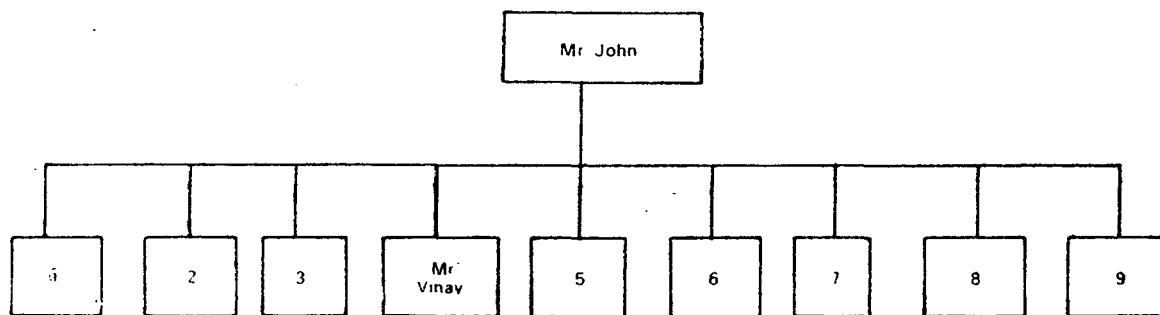
**The author acknowledges with thanks the help given by Prof. M.A. Deshmukh, Reader, Vaikunth Mehta National Institute of Cooperative Management, Pune, India, in modifying the Role-Play to suit the framework of cooperatives.

PART II:

Description of the Situation:

Mr. John is the Managing Director of Sumitra Cooperative Sugar Factory. The work of the factory included planning for sugarcane production by members, undertaking minor irrigation schemes, harvesting and transport of sugarcane, processing of sugarcane into sugar, storage and marketing of sugar, contributing to area development activities, accounts, general administration and board secretariat. Nine sectional managers report to Mr. John. The duties of the sectional managers are partly technical and partly supervisory.

The organization chart for Mr. John's factory is shown below:



Factory's policy requires that the Managing Director interviews each of his sectional managers once a year, the purpose being:

- (a) to evaluate the sectional manager's performance during the year.
- (b) to give recognition for jobs well done; and
- (c) to correct weaknesses.

The Management believes that the employees should know how they stand and that everything should be done to develop management personnel. The evaluation interviews were introduced to serve this purpose.

Mr. Vinay is one of the Sectional Managers heading agricultural division of the factory and reporting to Mr. John. Today we will witness an evaluation interview of Mr. Vinay conducted by Mr. John.

Mr. Vinay has Masters degree in agriculture and in addition to his technical duties which often takes him to the field, he supervises the work of one agricultural officer, fifteen field supervisors and two clerks. He is well paid as are all the sectional managers of the factory because of high requirement of technical knowledge. Mr. Vinay has been with the factory for the last 12 years and has been promoted as sectional manager two years back. He is married and has two sons and a daughter. The factory has provided him a bungalow in the factory premises. He has his own farm within the area of operations of the sugar factory where his father and brothers work. They grow sugarcane. Mr. Vinay has active social life. He is the Chairman of the Staff Society of Factory Employees.

PART II: Role-Briefs**Brief for Managing Director—Mr. John**

You have evaluated all the managers who report to you and during the next two weeks you will interview each of them. You hope to use these interviews constructively to develop each of them. Today you have arranged to interview Mr. Vinay, one of the nine managers who report to you. Here is the information and his evaluation as given in your files.

Mr. Vinay, 12 years with Sumitra—two years as manager sugarcane production section, post-graduate—degree in Agriculture Science, married, three children. Evaluation: Highly creative and original, and exceptionally competent technically. There is a steady and increasing supply of sugarcane during the last two years and the field workers supervised by Vinay have shown improvement in their work. Within past six months you have given him extra work and he got this done on schedule. As far as efficiency and dependability are concerned, he is your top man.

His cooperation with other managers in the factory leaves much to be desired. Before the factory promoted him as manager his originality and technical knowledge was available to the whole factory. Gradually he has withdrawn and now acts more as a lone wolf. You have asked other managers to talk over certain problems with him but they tell you he offers no suggestions. He tells them he is busy or listens disinterestedly to their problems, kids them or makes sarcastic remarks, depending on his mood. On one occasion he allowed Milind, manager, harvesting and transport sections, to make a mistake that he could have forestalled by letting Milind know the position of sugarcane in certain area which Vinay knew about and had seen. It is expected that managers cooperate with each other in such matters. Furthermore, during the past six months he has been unwilling to take two assignments. He said they were routine, that he preferred more interesting work and he advised you to give the assignments to someone else. To prevent trouble, you followed his suggestion. However, you feel that you cannot give him all of the interesting work and that if he persists in this attitude there will be trouble. You cannot play favourites and keep up morale in the factory.

Vinay's failure to cooperate has worried you for another reason. Although his section is mostly efficient, there is more turnover among his field supervisors than in other sections. You have heard no complaints as yet, but you suspect that he may be treating his field staff in an arbitrary manner. Apparently, the high productivity in his group is not due to high morale but to his ability to use his men to do the things for which they are best suited. This method won't develop good field officers. You hope to discuss these matters with Vinay in such a way as to recognize his good points and at the same time correct some of his weaknesses.

Brief for Manager—Mr. Vinay

One agricultural officer, fifteen field supervisors and two clerks report to you. You feel that you get along fine with your group. You have always been pretty much of an ideal man and apparently have the knack of passing on your enthusiasm to others in your group. There is a lot of “we” feeling in your unit because it is obvious that your group is the most productive.

You believe in developing your men and always give them strong recommendations. You feel you have gained the reputation of developing your employees because they frequently go out and get much better jobs. Since promotion is necessarily slow in the factory such as yours, you feel that the best way to stimulate morale is to develop new men and demonstrate that a good man can get somewhere. The agriculture officer, Mr. Paresh, in your section is bright and efficient and there is a lot of good natured kidding. Recently he turned down an outside offer that paid Rs. 135 a month more, for he preferred to stay in your group. You are going to get him a raise the first chance you have.

The other managers in Sumitra do not have your enthusiasm. Some of them are dull and unimaginative. During your first year as manager you used to help them a lot, but you soon found that they leaned on you and before long you were doing their work. There is a lot of pressure to get out production. You got your promotion by producing and you don't intend to let other managers interfere. Since you no longer help the other managers your production has gone up, but a couple of them seem a bit sore at you. Paresh, your agriculture officer, is a better man than most of them and you'd like to see him made a manager. Since the factory has some dead wood in it, Mr. John ought to recognize this fact and assign to such units the more routine jobs. Then they wouldn't need your help and you could concentrate your efforts on jobs that suit your unit. At present, Mr. John poses out work pretty much as he gets it. Because you are efficient you get more than your share of these jobs, and you see no reason why the extra work should not be in the form of “plums”. This would motivate units to turn out work. When you suggested to John that he turn over some of the more routine jobs to other managers, he did it, but he sure was reluctant about it.

You did one thing recently that has bothered you. There was a change in the production plan and you should have told Milind (a fellow manager) about it, but it slipped your mind. Mr. Milind was out when you had it on your mind and then you got involved in a hot idea that Paresh, your agriculture officer, had and forgot all about the matter with Milind. As a result, Milind had to make a lot of unnecessary changes and he was quite sore about it. You told him you were sorry and offered to make the changes, but he turned down the offer.

Today you have an interview with John. It's about this management development plan in the factory. It should not take very long, but it is nice to have the boss tell you about the job you are turning out. May be there is a raise in it; may be he will tell you something about what to expect in the future.

PART II:

Observation Guidelines

Objective: "To sharpen participants' skills in conducting counselling interview"

1. Observe the manner in which Mr John begins the interview:
 - (a) What did the interviewer do, if anything, to create a permissive atmosphere?
 - (b) Did the interviewer state the purpose of the interview early in the session?
 - (c) Was the purpose of the interview stated clearly and concisely?
2. Observe how the interview was conducted.
 - (a) To what extent did the interviewer learn how Mr. Vinay felt about the job in general?
 - (b) Did the interviewer use broad, general questions at the outset?
 - (c) Did Mr. John criticise Vinay?
 - (d) How was the interviewer's acceptance of Vinay's feelings and ideas?
 - (e) Out of the two, who talked the most?
 - (f) What things did the interviewer learn?
 - (g) Did Mr. John praise Vinay?
3. Observe and evaluate the outcome of the interview.
 - (a) To what extent did Mr. John arrive at a fairer and more accurate evaluation of Vinay as a result of the interview?
 - (b) What things did Mr. John do, if any, to motivate Vinay to improve?
 - (c) Were relations better or worse after the interview? If worse, why did this occur?
 - (d) Did the interview result in Vinay making a positive time-bound plan of action for improvement?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up:

Post-appraisal counselling or interview is very difficult to handle, because source of misunderstanding is inherent in the boss-subordinate situation, which concentrates on performance of the subordinates and the improvements of the same by the subordinates. A common error, many bosses make, is showing their disappointment in the subordinates (in this case—Mr. Vinay), ranging from direct criticism to faint praise coupled with perennial “buts” (Yes—but approach).

Subordinates get disappointed, because bosses do not try to find out their thinking, objectives behind the way they perform as well as the problems they are facing.

Thus, bosses and subordinates frustrate each other and interview degenerates into recriminations and conflict without arriving at a mutually acceptable, time-bound plan of improvement. If the objective of all post-appraisal counselling interview is to help a subordinate to arrive at the time-bound plan of improvement, the bosses are to be consistently aware that promotion and good opinion of the bosses regarding their work, are the two most important factors for the subordinates. Otherwise, subordinates experience disappointment, frustration and therefore, develop poor attitudes. Thus, during the interview, the subordinates are likely to be under tension. In order to conduct a successful interview, bosses must put the subordinates at ease by letting them explain their feelings about their work, company and the problems they are facing. Bosses, not only should understand, but respect the subordinates' view-point. They can show that they respect the subordinates' view-points by not arguing with them, but by listening to them. However, it is to be remembered that listening is not agreeing and accepting everything that the subordinates say. If they thus listen, they can find out many misunderstandings that cause the undesirable behaviour or attitude on the part of the subordinates. Only if these misunderstandings are clarified, the subordinates will be ready to change to constructive behaviour and to work out a time-bound plan for improvement. This constructive behaviour is to be achieved without demotivating the subordinates or undermining their confidence.

Some of the factors which help to achieve this objective and which hinder achievement of this objective are summarised below:

Helping Factors

1. Objective of the interview is to be clearly understood by the boss as—
 - (a) meeting of the mind and mutual understanding and
 - (b) Evolving positive time-bound plan for improvement.

Hindering Factors

1. Counselling considered as Advising, Preaching or Telling.

2. Boss exhibits open-mindedness by asking information collecting questions.
 3. Climate created during the interview is of "trust and confidence".
 4. Approach of the boss is positive, directed towards improvement.
 5. Boss is aware of his tone, his facial expression, his prejudices and tries to check the negative effects of all the above on the subordinate during the interview.
 6. Boss establishes rapport by appreciation and taking interest in the person or the work of the subordinates.
 7. Boss asks open-ended questions like what, when, where, how, why how often.
 8. Boss listens with eye-contact and shows interest, understanding and respect.
 9. Boss gives equal importance to facts and data as well as to feelings and view-points.
 10. Boss emphasizes advantages that the subordinate will get, if he has a positive time-bound plan for improvement.
2. Boss having prejudicial and closed mind, resulting in boss not listening and respecting the subordinate's feelings, thinking and action.
 3. Climate created by the boss which tells the subordinate consistently "I am superior to you".
 4. Approach of the boss is punitive and judgemental.
 5. Boss has an attitude of "I am always right".
 6. Boss creates the climate of insecurity and fear by starting with criticism.
 7. Boss often uses the expression like "I don't agree", "You are wrong" or "It is senseless".
 8. Boss does not look at the subordinate and he himself feels diffident to conduct such an interview. He also shows boredom.
 9. Boss has only rational approach and undermines listening to the feelings of the subordinate.
 10. Boss stresses only the needs and the interests of the company.

Bhartiya Krishi Sangh (BKS)

Shobhana Khandwala*

Dharm Vir**

PART I:

Background Material for Teachers: (not to be given to participants)

1. Objective:

“To demonstrate to the group, the inter-personal and communication skills required in selling ideas to senior managers”.

2. Target Population:

Salesmen, Sales Supervisors, Sales Officers and Sales Managers of Marketing Cooperatives.

3. Group Size:

15 to 20 including the two Role-Players.

4. Material Needed:

- (i) Role briefs
- (ii) Description of the Situation
- (iii) Observation guidelines
- (iv) Name cards for the Role-Players
- (v) Chalkboard, chalksticks and duster.

5. Participants to Play the Role:

- (i) Mr. Ramashankar,
Field Representative of Bhartiya Krishi Sangh.
- (ii) Mr. Dina Nath,
General Manager of Indore District Cooperative Bank.

6. Application:

- (a) In order to play the roles players should be selected from among the participants on voluntary basis. The Role-Players should be supplied with the role briefs according to respective role assignments just 15 minutes before Role-Play starts.

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- (b) The observers should be given observation guidelines a few minutes before the Role-Play starts. The observers should keep quiet during Role-Play. After Role-Play is over the observers will make comments constructively.
- (c) The Role-Players may give their own views about the roles played by them.
- (d) The teacher will carefully collect points from Role-Play and also from views and comments of the observers.
- (e) The teacher will ask questions regarding learning of the participants and thereby evaluate the whole exercise.
- (f) The teacher at last will sum up everything systematically.

7. Time Allocation:

Role-Play: 25—30 minutes.

8. Classroom Arrangements:

- (a) Two chairs and one small table for the Role-Players. Name-cards of the Role-Players should be put on the table in such a way that the observers can see the names.
- (b) Sitting arrangement with table for the observers, preferably in semi-circle way.

PART II:

Description of the Situation:

Mr. Rama Shankar is employed as field representative of Bhartiya Krishi Sangh (BKS) Ltd. He is required to convene a meeting of secretaries of local service cooperatives in an interior area of Indore District of India. The purpose of the one-day meeting was to provide some training to the secretaries and their supervisors in the preservation and use of various kinds of fertilizers supplied by BKS. The secretaries are required to receive fertilizers and distribute them among the farmer members. They also help members in making production plans. Farmers often ask questions about the prices and proper application of fertilizers but the secretaries are not skilled enough to satisfy farmers.

The secretaries of cooperatives are employees of the district level cadre controlled by the Indore District Cooperative Bank. They are required to attend several business meetings at their respective branches or at the head office of the bank. Mr Shankar wants to hold the secretaries' meeting at one of the branch offices of the bank and the branch manager has agreed to the proposal made by him. However, the permission of the general manager of the bank was needed.

Mr. Rama Shankar goes to the headquarters of the Indore District Cooperative Bank and meets the general manager.

PART II: Role-Briefs

Brief for Mr. Rama Shankar—Field Representative:

You are one of the field representatives of BKS for the last three years. Your job is to promote the scientific storage and use of fertilizers produced by your cooperative and distribute through local service cooperatives. Your area of work is one of the remotest parts of Indore district. You are asked by your Area Manager whose Head Office is in Indore City to train all the secretaries of the service cooperatives in your area in the scientific preservation and use of BKS fertilizers and promote their sales.

You are a chain-smoker and like to talk to people, especially senior officers.

You have decided to convene a one-day meeting of all the secretaries and their supervisors of your area, at the branch office of Indore Co-operative Bank, which is centrally located and considered most convenient place in the area. The branch manager of the bank has agreed to provide facilities for the meeting. However, he has advised you to seek permission from the general manager of his bank for holding the meeting.

You go to Indore District Co-operative Bank and meet the general manager.

Brief for Mr. Dina Nath

You are the general manager of Indore District Co-operative Bank which is very popular among the farmers of the area. You are very busy in finalising the loan applications of the service cooperatives for the next crop. However, you decide to meet Mr. Rama Shankar, Field Representative of the BKS. You are well acquainted with BKS and its area manager. However, you feel that not enough is being done by BKS to keep you informed and involve you in its promotional and other activities. You are hurt because you were not kept informed so far and therefore, you raise fake objections to the proposal of Mr. Rama Shankar.

You are an able administrator, but you get annoyed with people who interrupt you while you are speaking. You do not like to smoke but like to take 'pan' (beetle leaves).

PART II:

Observation Guidelines:

1. Observe Mr. Rama Shankar only and not Mr. Dina Nath, as our objective is to learn about “Salesmanship Skills”.
2. (a) Was Rama Shankar well prepared?
(b) Did he establish the rapport? How?
(c) Was he sensitive enough to see the annoyance of Dina Nath at his smoking?
(d) Did he notice that Dina Nath liked to be informed about the activities of BKS?
(e) Did he apologise to Dina Nath for the past lapses in not informing Dina Nath?
(f) Did he notice that Dina Nath was keen on getting involved in promotional activities and that objections raised were superfluous objections?
(g) Did he answer the objections raised by Dina Nath in an even tone?
(h) Did he maintain his calmness throughout the interview?
(i) Did he lessen the objections of Dina Nath by listening to him and not entering into arguments with Dina Nath?
(j) Did he achieve his objectives?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up:

Like any salesman, the salesmen of ideas are required to know the essence of selling. Every salesman should know that the art of selling is the sales interview. The sales interview consists of four steps:

- (a) Approach the customer.
- (b) Present his product or idea.
- (c) Answer his objections.
- (d) Close his sale in such a way that he achieves his objectives.

If the sales interview is to be successful, the Salesman—

- (i) is to plan out for the sales interview.
- (ii) should have thorough knowledge of the product or the idea he wants to sell.
- (iii) Should have the understanding of the human behaviour, the client's psychology and his own personality.
- (iv) Should be thoroughly familiar with the sales communication principles and practise them. The *PEOPLE* formula given in Role-Play No. 8 can be useful to the teacher.
- (v) Ask questions to get their view-points and feelings. Open-ended questions like what, when, where, why are useful to collect data and get to the heart of the objections.

Everyone sells. In a cooperative marketing society, the sales representative does not sell only the product (in this case fertilizers), but also the idea of accepting fertilizers of his company to different customers:

- (a) A farmer.
- (b) A group of farmers.
- (c) A Project Manager of the cooperative society.
- (d) Block-Development Officers.
- (e) The Managers of the cooperative bank.

In all the cases the principles of selling remain the same.

Sri Pedas Small Farmers Unit

Abdul Hadi bin Abdul Majid*

PART I:

Background Material for Teachers (not to be given to participants)

1. Objectives:

- (a) To demonstrate how to conduct the group meeting effectively.
- (b) To emphasize the importance of members' involvement in the project for it to be successful.

2. Target Population:

Unit leaders, Area Managers and Chairmen of Area Farmers Cooperatives.

3. Group Size:

Between 15—20, including the seven Role-Players

4. Material Needed:

Situation description and role briefs
Observation guidelines
Name cards
Chalkboard
A table and adequate chairs.

5. Participants to Play the Role:

Mr. Haji Hussin (The Chairman)
Mr. Sulaiman (Unit Leader)
Mr. Ahmad (Area Manager)
Mr. Ali (Good Farmer)
Mr. Rahmat (Good Farmer)
Mr. Hitam (Bad Farmer)
Mr. Putih (Bad Farmer)

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6. Application:

- (a) Voluntary selection of Role-Players.
- (b) Situation description is given to every course participant. At the same time role brief is given to the selected Role-Players only.
- (c) Observation guidelines are given to observers before the exercise starts.
- (d) Teachers to explain the procedure of the exercise.
- (e) The Role-Players are requested to take their seats in chairs around a specially arranged table.

7. Time Allocation:

Role-Play : about 25—30 minutes.

8. Classroom Arrangements:

- (a) Table with name-boards of Role-Players, chairs and the chalk board are placed in front of the participants in the classroom. The Role-Players must face the observers.
- (b) Teacher must ensure visibility and audibility for all the observers.

9. Others:

- (a) *Annexe I*

Background information of the Farmers Organization Authority.

- (b) *Annexe II*

Organizational Chart of the Farmers Organization Authority and the Farmers Cooperatives.

PART II:**Description of the Situation:**

The Chairman of the Istana Kayangan Farmers' Cooperative, Mr. Haji Hussin has instructed Mr. Sulaiman, the Unit Leader of Sri Pedas Small Farmers Unit, to gather about seven farmers in order to participate in a chilly planting project. The project is to be carried out by the Istana Kayangan Farmers' Cooperative. The Chairman takes initiative responding to the call of the Minister of Agriculture that "the Malaysian farmers should be encouraged to plant more chillies as an import substitution as at present Malaysia imports more chillies from overseas. Furthermore, this project would help them to supplement their income".

In accordance with the aim of the farmers' cooperative to encourage the group farming projects among the farmers, the Chairman, Mr. Haji Hussin and the Manager Mr. Ahmad, have been able to obtain seven acres of government land to start with the project. To finance the project the cooperative itself has been granted M\$8,000 loan as capital by the Farmers Organization Authority. The loan can be paid through the sales of the chillies and the profit will go to the cooperative. After doing some campaign, the unit leader, Mr. Sulaiman, manages to gather seven farmers to participate in the project.

In order to start the project, the manager, Mr. Ahmad, with the consent of the Chairman, Mr. Haji Hussin, utilises part of the capital to cover the costs of clearing land, seed bed preparation, fencing and other basic requirements. The maintenance work such as applying fertilizer, weedicides and insecticides throughout the Project would be done by the participants themselves. Every participant has been given M\$70.00 per month as allowance.

The Unit Leader, Mr. Sulaiman has been given the tasks to supervise the participants in respect of attendance and payment of monthly remuneration but he does not involve himself in the project. The participants have to work on group basis and their scheduled working hours is between 3:00 pm to 6:00 pm daily. The manager Mr. Ahmad is responsible for the proper work to be performed by the participants along with the modern agricultural techniques.

One day Mr. Sulaiman who was busy with his own work was able to spare his time to visit the project. He found out that only three participants had turned up while the other four, as he was told, would only come whenever they feel convenient. At the time they come they would prefer to spare more time for talking than to concentrate on their work until the time for going home. The three participants who were very obedient express their grievances because according to them it is unfair for them to work alone while the others get the same pay. Mr. Sulaiman takes the initiative to advise the absentees but the response is not satisfactory. He reported the matter to Mr. Ahmad.

Mr. Ahmad, after having been told about the problems, went to inspect the project himself and surprisingly he found out that the condition of the crops are far from being satisfactory. Not only the area being crowded by weeds but some of the plants are dry and unhealthy. He is also told that the matured chillies are being stolen at night by the absentees and sold to middlemen for

SRI PEDAS SMALL FARMERS UNIT

their own benefit. He is very concerned about the problem as not only the amount of chillies to be harvested would be insufficient but the low quality chillies would earn a low price. These may result in difficulties in paying back the loan to FOA. He is also very unhappy for he may be blamed for the failure or inefficiency.

However, he is still confident that this problem could be resolved by requesting the chairman Mr. Haji Hussin to call all the parties involved for a short meeting. Unfortunately only four farmers could attend the meeting, beside Mr. Haji Hussin, Mr. Ahmad and Mr. Sulaiman. They are Mr. Ali, Mr. Rahmat, Mr. Hitam and Mr. Putih.

Background Information of the Farmers Organization Authority (FOA), Malaysia

The Policy of FOA

1. Restructuring the Society

To create 210 Area Farmers Cooperatives by integrating all the agro-based societies with Farmers Associations into Farmers Organisations (now called "Farmers Cooperatives") to serve a clearly defined area of operation.

2. Poverty Eradication

- (i) The commercialization of agriculture in the form of group-farming and intensified and large scale farming from individual and part-time and small scale farming.
- (ii) To increase the productivity of every land unit by providing inputs such as quality seeds, fertilizer, insecticides and weedicides, farm credit, mechanisation and transportation services.

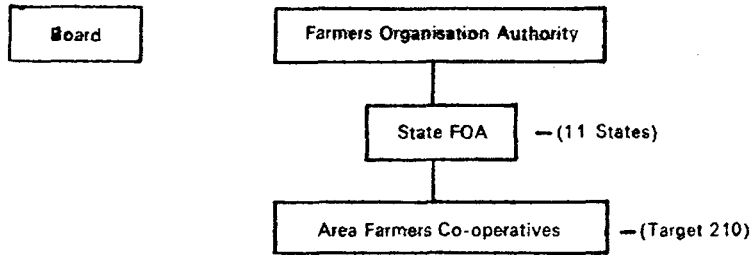
The FOA Set-up

It is a semi-government (statutory) body with eleven branches at the state level and with the target of creating 210 Area Farmers Cooperatives by 1980. The Area Farmers Cooperatives consist of one area-manager with five junior agriculture assistants. On the farmers/members side they are represented by unit leaders at the unit level and Board of Directors (BOD) who represent the group of unit leaders selected in the general representatives assembly.

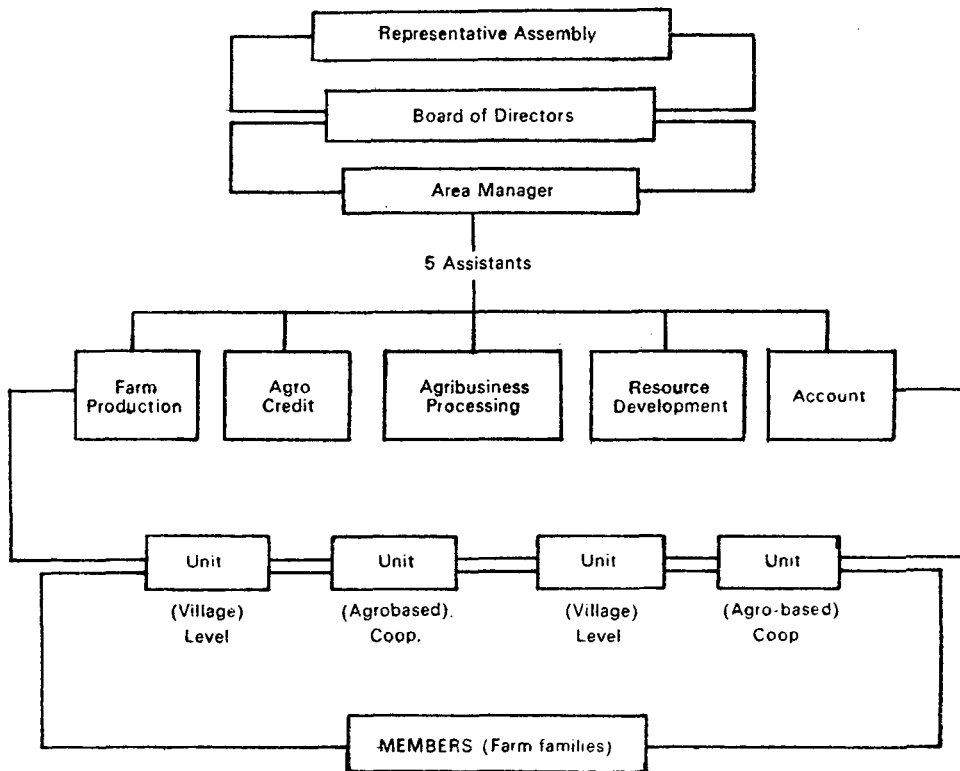
The chairman of the B.O.D. of the Farmers Cooperative (FC) is supposed to look after the running of the F.C. while the Unit Leader is responsible for the activities held at the Unit Level. The Unit Leaders represent the F.C. in respect of the membership drive and the inputs and loan disbursement and collection of credits from the farmers. The Unit Leaders also have to supervise the projects run at their Unit Level.

The Area Managers are responsible to the BOD and Unit Leaders in respect of general management and extension work. They are assisted by five assistants respectively. They are being paid by the FOA and under the control of States FOA Directors.

SRI PEDAS SMALL FARMERS UNIT



FARMERS COOPERATIVES SET - UP



PART II: Role-Briefs

Brief for the Chairman, Mr. Haji Hussin

You have been appointed as the Chairman of the Farmers Cooperative in a general meeting because of your popularity amongst the farmers and because you are also the political leader of the governing party in your constituency.

You are of the opinion that one way to gain support and influence is by encouraging the farmers to participate in the cooperative projects such as the chilly project in the form of group farming.

Since you hold many important posts such as district political leader, committee member for local youth party division, a member of the District Development Committee etc., you find that this is the way to widen your popularity and you might be voted as the party candidate for the coming election.

You have also realized that the problem cropped up could be overcome and you feel responsible to lead the farmers to the right goal.

Although you are busy with your own work which affect the running of the cooperative project, you are of the opinion that the disputes could be settled by bringing in some suggestions and solutions. The suggestions if agreed upon would be carried out by Mr. Sulaiman, the Unit Leader, Mr. Ahmad, the Area Manager and the participants themselves.

In line with the objective of Farmers Organisation Authority that is to encourage the group farming type of project it is your task now to foster group cohesiveness among the participants.

Brief for Unit Leader, Mr. Sulaiman

You have been selected as the Unit Leader because you are one of the successful farmers in your unit. Besides having your own properties you are also active in the local welfare and religious activities and also a branch party leader.

You also support the Farmers Cooperative's efforts to multiply agricultural projects in your unit such as chilly project. The type of project will enable the farmers to gain extra income.

Since you are involved in many welfare organisations as well as to look after your own property you could not spare much of your time to supervise the project.

The participants of the project selected by you were mostly those without permanent income because your purpose is to help them earn extra income as well as to strengthen your position as the branch party leader.

As a contactman between the Farmers Cooperative and the member/participants you have been put into difficult position as some of the participants you have selected are not cooperative enough to ensure a successful project.

Any way you have certain ideas to correct the dispute.

Brief for Area Manager, Mr. Ahmad

You have been appointed by FOA as an Area Manager for Istana Kayangan Farmers Cooperative and the tasks given to you are to foster good relationship with board of directors, unit leaders and the farmers themselves. You are also directed to initiate some agricultural projects in your control area.

Your relationship with the Chairman and Unit Leader is very encouraging but due to work load your relationship with the farmers are quite distant.

You are able to visit and supervise the project only once in a while.

You are also of the opinion that the dispute and careless attitude among some of the participants will create loss to your cooperative as your cooperative will have to pay back the \$8,000 loan to FOA after the sale of the chilly.

You have some plans to improve the problems.

Brief for Good Farmer, Mr. Ali

You have already owned a few acres of tapable rubber trees. The tapping work could be done early in the morning and the processing could be done early in the afternoon. The daily sales of the rubber is not sufficient to support your family living and children schooling.

The scheduled working hours (from 3.00 pm to 6.00 pm) is most suitable to you.

By joining the chilly project you could earn extra monthly income of M\$70.00 given by the cooperative.

You are also of the opinion that "determination would pay" by working hard in the project and you might be considered to participate in other projects carried out by the cooperative in future.

The attitude of certain members who always have no faith in the project is not agreeable to you because everybody is getting the same amount of pay regardless of the amount of work performed by the participants.

Brief for Good Farmer, Mr. Rahmat

You are also one of the farmers whose source of income is from a rented paddy land. You are interested in the chilly project due to high rent of land and heavy family responsibilities. The \$70 monthly pay from the cooperative is an extra income for you but it is still not sufficient to support your family.

You are also of the opinion that to request for higher pay you must prove that you work hard and are honest in the given project.

You have also realized that the project assisted by the government through cooperative should be appreciated as it would improve the farmers living. It would be just wastage on the participants who do not show much interest in the project.

You also feel that since the project is carried out on a group basis, the project should be organized together and problems arising could be overcome by the members of the group themselves.

Brief for Bad Farmer, Mr. Hitam

Since you are at present busy with your own local fruits selling which is in season you are not able to spare much of your time in the chilly project.

Sometimes when you obtain a good market of the fruits you are not able to return in time in order to work in the project according to the scheduled time.

You have been selected to join the project because you are a close friend of the unit leader.

You also found out that the matured chilly could be plucked at night and sold together with the fruit you are selling. This would give you opportunity to earn additional income besides the \$70 monthly pay.

Brief for Bad Farmer, Mr. Putih

Your only source of income in the village is by offering services such as plucking coconut and cutting bushes for the people in your village.

By joining the project you will get an opportunity to earn extra income.

Since you are not convinced of the market price of the chilly you would prefer to pluck it at night and sell it to middlemen. Furthermore you have also realized that the profit from the sales of chilly would go to the cooperative and not to the participants.

There is nobody taking charge of attendance and work supervision and therefore you feel you could come any time of your convenience while you still get the monthly income.

Since the size of your family is big the monthly pay is not sufficient for you.

PART II:

Observation Guidelines:

For Objective (a)

The Chairman (Mr. Haji Hussin)

1. How did the chairman begin the meeting?
2. Was there any fair distribution of opportunities for members to talk?
3. Was he able to control the dominant members?
4. How did he encourage the silent members to talk?
5. How did he consider the relevant and irrelevant points raised by the members?
6. Did he ask the questions that give the data?
7. Did he make somebody to take down the discussion?
8. Who talked more? The chairman or the members?
9. How did he sum-up the meeting?
10. Any other observation to be made by the observers?

For Objective (b)

1. Did the group able to identify actual problems and its causes?
2. How did the group go about the problem? Were the problems considered seriously or otherwise?
3. Did the group try to find ways and means of resolving the problems?
4. Were the solutions acceptable to members of the group?
5. Were the solutions acceptable to the rest of course participants?
6. Any other suggestions/solutions which were not discovered by the group?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up**For Objective (a) “To demonstrate how to conduct the group meeting effectively”**

The points are the same as in the Summing-up of Objective(a) of Role-Play-3 (Page 67).

For Objective (b) : “Importance of Involvement for a Successful Project”

1. The request from the bad farmers (absentees) that the land should be divided equally should be considered because each of them could look after their own plot. The comparison in respect of work performance could be measured from the healthiness and cleanliness of each plot of the crops as well as the amount of yield they could produce. The problem was that in order to achieve the objective of developing cooperation and group cohesiveness in line with the group farming concept this method of farming is not so favourable.

2. Even if the land is divided equally (one acre per member) the emphasis should be given to the work supervision. The area manager should allocate a specific time and day in order to visit and advise the farmers as far as the technical aspects are concerned. He should assign one of his assistants who could attend regularly for supervision of work in case he himself is not able to do so.

3. The area manager should also ensure that there is a ready market prospect for the chilly in order to boost confidence of the farmers in their project.

4. The unit leader is not only supposed to ensure the full attendance and be incharge of pay but he himself should formulate his own visit schedules in order to enable him to discuss problems with the farmers which might be brought up to higher authority. For most important thing is that he himself should be included in the project as a participant.

5. The work schedule should not be based on the working hours but on phasing or stage to be performed by each farmer. They should be allowed to find their own convenient time.

6. The participating farmers should have their own contribution in respect of share capital in the project and this would develop a sense of belonging and treat the project as their own. The profit from the sales of chilly should be divided equally among themselves and partly to the cooperative.

7. The project itself should be initiated by the needy farmers with the assistance in the form of fund (credit) and technical advice from the farmers cooperative. The chairman should instruct the area manager and the unit leader to gather the members only after the feasibility study on the viability of the project is carried out.

8. The project itself should be treated as the members' project instead of the cooperative one as all the government assistance is manned for the farmers. The cooperative can only come into the role by assisting the farmers in the form of credit for inputs such as fertilizer, insecticides, tractor services and seedlings. The cooperative could also help to market the produce and the net profit could be returned to the farmers after deducting the credit given to them.

The Jana Mukhi Cooperative Society

Surya Ratna Shakya*

PART I:

Background Material for Teachers (not to be given to participants)

1. Objectives:

- (a) To demonstrate how to conduct managing committee meeting in an effective manner.
- (b) To emphasize the role a good and effective manager should play in a cooperative society.

2. Target Population:

1. Managers
2. Members of the managing committee

3. Group Size:

15-20, including the seven Role-Players

4. Material Needed:

- (i) Role-Play briefs
- (ii) Observation guidelines
- (iii) Description of general situation
- (iv) Name cards for the Role-Players
- (v) Chalk board
- (vi) Chalk sticks

5. Participants to Play the Role:

- (i) Chairman : Mr. Ravi
- (ii) Member : Mr. Haji
- (iii) Member : Mr. Prem
- (iv) Cooperative Officer : Mr. Shiva
- (v) Branch Manager of ADB : Mr. Shyam
- (vi) Manager of the Society : Mr. Badri

*Acting Principal, Cooperative Training Centre, Arniko High Way, Baneswor, Kathmandu, Nepal

6. Application:

In order to play the role specified, selection of the participants should be made on a voluntary basis. Each participant should be briefed of his role with the use of a brief at least 10 to 15 minutes before the start of the Role-Play. The rest of the members of the class should be kept as silent observers while the Role-Play is in progress. They should be given an opportunity to constructively comment the conduct of the Role-Play on the basis of guidelines provided to them.

7. Time Allocation:

25-30 minutes for the Role-Play.

8. Class-room arrangements:

- (a) Six chairs and a table for the Role-Players.
- (b) Name-cards in front of the Role-Players.
- (c) Sitting accommodation for the observers.

PART II:**Description of the Situation:**

The Jana Mukhi Cooperative Society deals with activities—agricultural credit, agricultural inputs, consumer goods, marketing of the agricultural produce etc. so as to facilitate these services to its farmer members. It has an advisory committee to advise its manager who is appointed by the Agricultural Development Bank (ADB). The members of the advisory committee are actively involved in its major issues and activities. So the society is smoothly running in accordance with their advice. The ADB which is acting as a management committee of the society serves a notice to the manager ordering that since the potato sowing season has already started, the potato seeds should immediately be bought from the Kathmandu District Cooperative Union and sold to the farmer members and non-members.

The manager of the society calls a meeting of the advisory committee. The meeting takes place in the office of the society. A number of decisions have unanimously been made on purchase of potato seeds. The decisions are to buy one kilogram of the potato seeds as sample and to immediately confirm the rate of commission. The last decision is that if the sample is proved as an improved variety, the society will buy potato seeds as much as farmers need. But the manager follows the instruction given by the ADB and buys 5 tons of potato seeds on credit contrary to the decision of the advisory committee. The price of the potato seeds is fixed at one rupee per kilogram. The rate of commission in their sales is 10 percent.

The potato seeds are kept in the society's store for sale. Only 5 kilogram potato seeds are sold within a period of two weeks. Out of 5 tons of potato seeds more than 50 percent is rotten. Farmers feel that the price of the potato seeds is about 40 per cent costly compared with the local market. Even their quality is not better. The members of the advisory committee do not cooperate in their sale. In such a situation the manager calls a meeting of the advisory committee. The manager of the local branch of the ADB and the District Cooperative Officer are invited to attend the meeting.

PART II: Role-Briefs

Brief for the Chairman, Mr. Ravi

You are the chairman of the Jana Mukhi Cooperative Society before the Department of Cooperatives authorized ADB to use the power of the management committee, in accordance with the decision of His Majesty's Government of Nepal, so as to strengthen the management of the cooperative societies. Following the take over of the power of the management committee by ADB, you being honest, dedicated, active and enthusiastic have been nominated as chairman of the advisory committee of the society by the Cooperative Consolidation Committee at the district level. The society also has done well in its activities on account of your good advice and contributions. But you have a complaint that the manager of the society could not do well as much as you expect.

You have a conception that the society can be run and developed in a better manner under the people's management and it is only possible to create more consciousness and positive feeling on cooperation.

As a chairman you feel that you impartially discharge your duties in the meeting of the advisory committee and guide the manager in the activities of the society.

Brief for Member, Mr. Haji

Since you are active and sensitive you have been a member of the advisory committee for the past three years. You have a close relation with the manager and a supporter of each and every action taken by him. You always say that any allegation or charge which is brought against him is unfounded and baseless. You flatly dismiss it. This is because you have a deep-rooted impression about the manager that the work he (manager) does, is in the interest of the society.

Brief for Member, Mr. Prem

For the last five years you have been working as a member of the advisory committee. As you believe that people's management is badly influenced by the local interference on each and every activity of the society and that you are in favour of the management by the external agency to the society. But in your opinion the management by the external agency must pay attention for the prime interest of the society and must be able to inspire the people's representatives by means of using the various methods and techniques concerning the business management.

Brief for Cooperative Officer, Mr. Shiva

You are a person with a long experience of cooperative activities. Since long time you have been working as a District Cooperative Officer. You have known all the affairs of the society. You have made lot of efforts to bring the manager, the ADB and the advisory committee together for the development of the society and its management. You believe that the society's management can be improved with cooperation and coordination amongst the advisory committee, the manager and the ADB. When you inspected the society and its activities you have found the facts which are as follows:

1. No attention is paid for the interest of the society.
2. It seems that there is a lack of commercial approach in the society's business.
3. Coordinated approach towards the society's activities is neglected.

Brief for Branch Manager of the ADB, Mr. Shyam

You have been working in the local branch of the ADB since a long time. You are fully acquainted with all the affairs of the society and its activities because you are responsible for its management. You feel that the ADB is only responsible for the management of the society and its improvement; it can give instructions to the society which is bound to follow it.

Brief for Manager, Mr. Badri

You are a trained person. You have been working as a manager for the last three years in the society. As you have a dual responsibility you must be loyal not only to the ADB but also to the society. You also have known that the society belongs to its members and is for them.

You feel that you should be given advice by the advisory committee as and when required; you are not bound to follow its advice; if you are satisfied with its advice, you follow it; if not satisfied, you discard it; and it is up to you to decide.

You have full confidence that you have discharged your duties according to the instruction given by ADB.

PART II:

Observation Guidelines:

(a) This is used by the teacher if the objective of the Role-Play is (a): “to demonstrate how to conduct the managing committee meeting”.

1. How did the chairman perform his role?
2. Did the chairman give opportunities to speak to all the participants?
3. Did the chairman try to control the tense situation in the discussion?
4. How did the chairman make effort to maintain the procedures of the meeting?
5. How did the chairman control the members of the group who wanted to dominate the discussion?
6. What did the chairman do to the members who contradicted his ideas?
7. How did the chairman inspire the silent members for speaking?
8. Did the chairman sum-up the discussion?
9. How many members do you think were dissatisfied with the meeting?
10. What do you think the result of the meeting?

(b) This is used by the teacher if the objective of the Role-Play is (b): “to emphasize the “Role of a Good and Effective Manager”.

1. Was the manager fully aware of his responsibility?
2. In presenting the problem did the manager present all the facts?
3. What do you think about the decision of purchase of the potato seeds?
4. Was the manager’s presentation of the problem brief and to the point?
5. Did the manager try to persuade the members of the advisory committee?
6. How was the relationship between the manager and the members?
7. How was the relationship between the manager and the Branch Manager of the ADB?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up

For Objective(a) : “To demonstrate how to conduct the Managing Committee meeting in an effective manner”.

The points are the same as in the Summing-up for Objective (a) of Role-Play-3 (Page 67).

For Objective (b) : “To emphasize the role of a good, effective Manager of a Cooperative Society.”

What makes the manager of a cooperative society effective, is a much discussed issue in the cooperative movement. At present in many cooperative societies, the manager is subjected to dual control (as in the present case of (a) management committee and (b) advisory committee).

In absence of clear-cut definition of role and responsibilities of a manager in a cooperative society, he feels ambiguous and confused, when he gets contradictory instructions from the two committees. In the process, his effectiveness suffer.

Other question that arises from this Role-Play, which needs to be discussed, not only in the context of the cooperative movement, but with reference to cooperative laws of the country and the bye-laws of the particular society are as follows:

1. Are the advice of the advisory committee only suggestions or injunctions for the managers?
2. What is the role of an advisory committee?
3. What is the role of management committee?
4. What should a manager of a cooperative society do if the advice of the advisory committee is contrary to the orders of the managing committee?
5. What is the role of a manager of a cooperative society? What are his functions?
6. Can he disobey the orders of the management committee if they are not in the interest of the members of the society?
7. Should a cooperative society follow the basic commercial approaches in the purchasing and marketing? Are they contrary to the principles of cooperative movement?
8. One of the basic management principles in “organizing” is “a manager should report to only one boss”. Is advisory committee a second boss in many cooperative societies?

The Cooperative Society, Kund

Jamil Aslam*

PART I:

Background Material for Teachers (not to be given to participants)

1. Objectives:

- (a) To help the group to develop skills of public-speaking.
- (b) Clarify the concepts regarding role of a chairman of a cooperative society.

2. Target Population:

Suited in training co-operative officers/officials i.e. assistant registrars, inspectors, sub-inspectors and managers of cooperative banks and big co-operatives.

3. Group Size:

25 to 30, including the five Role-players..

4. Material Needed:

Role briefs and name cards.

5. Participants to Play the Role

- (i) Mr. Akram—Member, Board of Directors.
- (ii) Mr Mobin—Member, Board of Directors.
- (iii) Mr. Sulman—Honorary Secretary of the Society.
- (iv) Mr. Adnan—Member, Board of Directors.
- (v) Mr. Akbar—Member, Board of Directors & Chairman of the day.

6. Application:

The selection of active participants in the Role-Play should be on voluntary basis. Each participant should be given a role slip describing the role he has to play at least 15 minutes before the commencement of the play. The rest of the class shall be the observers. They should be given the opportunity to discuss and comment upon after the Role-Play is over. The observers should be given the general description of the situation.

*Principal, Cooperative Training College, Peshawar, Pakistan

PART II:**Description of the Situation:**

The Cooperative Society, Kund, has a Board of Directors consisting of 15 members including a Chairman elected annually in a general meeting. The Chairman presides over the meetings. The decisions take place by majority of votes. In case of a tie, the Chairman has a casting vote. The board remains in office till the new election, in accordance with the provisions of the bye-laws of the society, is held.

In accordance with the contents of the bye-laws, if the office of the chairman falls vacant during the year, it is filled in amongst the existing members of the board of directors through election as an interim measure who continues till the new general election in accordance with the provisions of the bye-laws is held.

The chairman of the board of directors has resigned his office due to unavoidable circumstances. The next general election is due after seven months. According to the bye-laws the chairman is to be elected amongst the existing members of the Board of Directors who will hold office till new general election is held and the new board of directors including the chairman is elected. There are four candidates Messrs Akram, Mobin, Sulman and Adnan contesting election for the office of the chairman of the society.

According to the customary mode of election, the candidates contesting election have to introduce themselves explaining their merits, qualifications and technical experiences before the house (board of directors) on the day of election emphasizing that he is the proper candidate for particular office. A chairman for the day is elected who presides over the function. His function is over sooner the candidates have introduced themselves before the house followed by questions and answers and the election is held.

Accordingly the contesting candidates for the office of the Chairman, Messrs Akram, Mobin, Sulman and Adnan have to introduce themselves individually before the existing members of the board of directors discussing their merits, qualifications and technical experiences emphasizing that he is the proper candidate for the office of the chairman. In proving that he is the best candidate for the post of a chairman, each candidate describes first what he thinks are the functions of a chairman. Mr. Akbar has been elected as a chairman for the day to preside over the function. His function will be over sooner the contesting candidates have introduced themselves before the Board of Directors followed by questions and answers and election is held.

PART II: Role-Briefs

Brief for Mr. Akram

You are a graduate with economics and are familiar with marketing rules and regulations i.e. demand and supply, fluctuation in rates, purchase and price policy and storing of goods at proper time. You remained a member of your college cooperative store and have studied thoroughly the management principles. You are an active member of the society for the last three years and have studied various materials on Cooperation in different countries. You possess the qualities of leadership. You attend the meetings regularly and play positive role giving good suggestions for the successful running of the society.

In order to prove that you are the best candidate, before starting to present your case, you describe, what you think is the appropriate role and functions of a chairman of a cooperative society.

Brief for Mr. Mobin

You are a school teacher and an active member of the board of directors. You are fully aware of the Cooperative Act, Rules and Bye-Laws of the society and know the pattern for the proper running of the society. Side by side, you know the basic principles of self-help and mutual aid. You are of the firm opinion that the work done under these principles is effective and long lasting. You have attended two office-holders training classes and are well conversant with rules and regulations of the society. You are a chairman of teachers union and popular amongst the teachers and the students. You attend the meetings regularly and give sound suggestions.

In order to prove that you are the best candidate, before starting to present your case, you describe, what you think is the appropriate role and functions of a chairman of a cooperative society.

Brief for Mr. Sulman

You are middle pass honorary secretary and an active member of the society for the last ten years. You have attended two office holders training classes and one secretary training class and have acquired sufficient knowledge of Cooperation, rules, regulations and accounts. You can record entries in the books of accounts and can audit the accounts with confidence. You know the basic contents of cooperative society and running it successfully. You study cooperative journals regularly. You attend the meetings regularly. You are a good member and give sound suggestions.

In order to prove that you are the best candidate, before starting to present your case, you describe, what you think is the appropriate role and functions of a chairman of a cooperative society.

Brief for Mr. Adnan

You are a member since start of the society i.e. 15 years. You are less educated but more experienced cooperator. You take interest in the affairs of the society and give good suggestions leading to amicable solutions when there is difference of opinion. This is due to your efforts that there is no sectarian interest and the society is working satisfactorily. You attend the meetings regularly and are an active member of the board of directors. You remained member of the board of directors prior to this and performed your duties satisfactorily.

In order to prove that you are the best candidate, before starting to present your case, you describe, what you think is the appropriate role and functions of a chairman of a cooperative society.

Brief for Mr. Akbar

You have to preside over the meeting and maintain discipline when Messrs Akram, Mobin, Sulman and Adnan are introducing themselves before the board of directors. You will not form any opinion or give decision. Your function will be over sooner the contesting candidates have introduced themselves before the house followed by questions and answers and the election is held. You will give opportunity for questions and answers to the observers to get further clarifications.

Please insist that each candidate, before he presents his case, describes the role and functions of a chairman of a cooperative society.

PART II:

Observation Guidelines:

For Objective (a): “To develop skills of public-speaking”

1. How the contesting candidates presented their roles?
2. What were their actions and reactions?
3. How they behaved while expressing their views?
4. What were their emotions (sentimental or polite)?
5. How were their physical expressions?

For Objective (b): “To clarify the concept regarding the role and functions of a Chairman of a Cooperative Society”

The observers should make note of the Chairman’s functions as described by each candidate. After all presentations are over, each observer will come up with his own consolidated list of functions of a chairman of a cooperative society.

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up

For Objective (a) : “To help the group to develop skills of public-speaking”

Public-speaking is both an art and science. So far many chairmen, committee members, managers and officers of cooperative societies have assumed that because he can talk well, he can do public-speaking also effectively. Unfortunately, in real life, this assumption has not been proved valid. Hence many have developed a scare for public-speaking.

Anyone can sharpen his skill of public-speaking by following systematically some of the principles of public-speaking. These principles can be well remembered by remembering the word: “PEOPLE”, because all public-speaking is for the people, in front of the people, for selling ideas to the people.

The word “PEOPLE” consists of the following principles:

P = Prepare your presentation. Plan it out.

E = Expect what the people in the audience needs and what their interests are likely to be. Understanding all these expectations will help you to plan out and prepare your presentation.

O = Open your talk with a bang, so that people’s interests are aroused. Opening can be with a story or an incident of local interest.

P = Put your points in small sentences and small paragraphs. Elaborate each point step by step and summarise after each point, so that people remember what you want to stress.

L = Listen to the feelings of the people. Learn to understand people’s reactions while you are talking. You can do this if you have eye-contact with the entire audience.

E = End your talk by emphasising the points you wanted to state and repeating the strengths you possess and you want people to remember, so that they buy your ideas. (In this case they vote for you).

If these PEOPLE principles are followed, PEOPLE are likely to buy what you are selling: Yourself, Your Idea, Your Opinion, Your Product, Your View-point, Your Society.

For Objective (b) : “To clarify the concepts of the functions of a Chairman of a Cooperative Society”

The concepts regarding the functions of a Chairman of a Cooperative Society are extremely hazy today in many societies and in many countries. However, since these functions are different in different societies in different countries, the teacher can summarise and clarify these concepts by drawing a comprehensive list for “his society”. He can do this by taking up the list drawn by each observer as the points emerged from the presentation by each candidate.

Staff Conference

Alonso I. Pinlac*

PART I:

1. Objective:

To clarify the roles which the members have to play in the group discussion meeting, especially when the jobs of different divisions are not clearly defined.

2. Target Population:

This Role-Play can be used among top management groups, middle management groups, officials and supervisors (with decision-making responsibilities) of an organization.

3. Group Size:

The group should be small enough, so as to enable the participants to observe closely the portrayal of each character.

15-20, including the three Role-Players.

4. Material Needed:

Description of the general situation

Role briefs

Observation guidelines

Name cards for the Role-Players

Chalk boards

Chalk sticks

5. Participants to Play the Role:

(i) Mr. Pinlac as Presiding Officer.

(ii) Mr. Harid as Chief, Registration and Supervision Division.

(iii) Mr. Deshmukh as Chief, Education & Training Division.

6. Application:

All participants should be given a copy of the description of the situation a day before the exercise starts. Each participant asked to assume a role should be given a description of the character he has to play. The character one has to personify should not be discussed with others in the group.

*Chief, Education & Training Division, Bureau of Cooperatives Development (Ministry of Local Government & Community Development), 4th Floor, Ablaza Building, 117E, Rodriguez Sr. Avenue, Quezon City, Philippines.

STAFF CONFERENCE

After the Role-Play, the rest of the participants should be asked to give observations directed towards improving staff work.

The observers are to observe only the Chief of Registration and Supervision Division and Chief of Education and Training Division and not the Presiding Officer.

7. Time Allocation:

Role-Play time : 30 minutes.

8. Classroom Arrangements:

The observers to sit in a semi-circle or U-shape position, around the Role-Players.

PART II:

Description of the Situation:

The Office for Cooperative Development (OCD) is a government office which is responsible for the development of the cooperative movement in a developing country. It has, as graphically depicted in the attached organization chart (Annexe-I) a Registration and Supervision Division, an Education and Training Division, and a Special Projects Division with corresponding duties and responsibilities as enumerated in the attached Functional Statements (Annexes II & III).

Heading the Office is a young, wide-experienced technocrat who at this point of time is out of the country representing the national cooperative movement in an international conference.

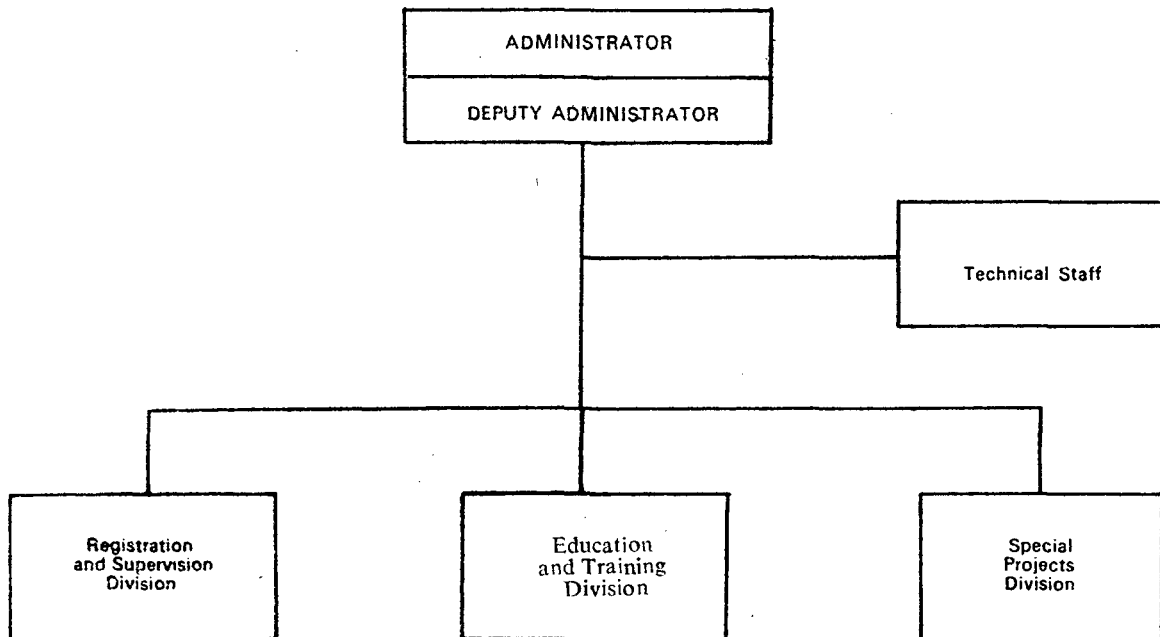
This is also that particular time of the year when the OCD, like all other government offices, shall have to prepare the justifications for its budget proposals for the ensuing fiscal year. Necessarily, every division of the OCD has also to prepare its own individual budget justifications. The national government has just announced a forthcoming period of retrenchment. The operational budget of every government office has to be drastically reduced.

Accordingly, the Deputy Administrator, as Officer In-Charge, has scheduled in advance a conference with the chiefs of the two divisions first mentioned above to select priority activities as the said divisions are to be affected by the recently announced retrenchment. By the very nature of its functions the Special Projects Division's submitted projects/activities were all approved and therefore its division chief was not called to attend the conference. He has likewise directed them to submit to his office a copy each of their respective proposed activities for the ensuing fiscal year. (Annexe IV contains the list of activities submitted by the two mentioned divisions.) Due to the present retrenchment policy, not all submitted projects/activities will be considered, thus the need for the conference to select only six priority projects/activities for both divisions together.

Today is the date of the conference. Unfortunately, the Officer-in-Charge has suddenly become ill. To postpone the conference until he gets well might prejudice the interest of the entire office. He therefore designates the Senior Technical Assistant to preside over the scheduled conference. The Senior Technical Assistant is aware of the Training Division's claim that all Training and Seminar activities are to be organized by Training Division only, and that Supervision and Registration Division, therefore cannot submit Project Nos. 2, 3, & 4 as the projects of Supervision and Registration Division.

Organization Chart

OFFICE FOR COOPERATIVE DEVELOPMENT



Functional Statement of the OCD

Functions of the Registration and Supervision Division

- (a) Develop procedures and guidelines for evaluating and processing applications for registration of cooperatives;
- (b) Evolve a system of techniques and procedures in assessing the actual and potential capabilities and the viabilities of a cooperative enterprise;
- (c) Develop a programme of management/technical assistance programme to cooperative enterprises in order to energize and improve their productive and managerial capabilities;
- (d) Develop and recommend systems of checks and audits of financial and other transactions to determine their accuracy, propriety and validity;
- (e) Formulate procedures and guidelines in the liquidation of non-viable cooperative entities; and
- (f) Undertake a continuing evaluation of the effectiveness of registration and supervision systems and procedures and of management/technical assistance programme and recommend shifts and modifications whenever necessary.

Functions of the Education and Training Division

- (a) Evolve an education and training programme to develop the cooperative movement;
- (b) Develop procedures and techniques in determining training needs;
- (c) Formulate education and training curricula for specific clientele and/or specific goals;
- (d) Develop appropriate education and training techniques, methodologies, materials, and aids;
- (e) Develop guidelines in the implementation of the education and training programmes;
- (f) Recommend the allocation of education and training equipment and resources among the regional offices; and
- (g) Undertake continuing evaluation of the different education and training programmes and guidelines to determine their effectiveness and to recommend shifts or modifications whenever necessary.

LIST OF PROPOSED PROJECTS/ACTIVITIES

(First Quarter—Fiscal Year 1979)

Registration and Supervision Division:

1. Promotion of cooperatives in trade unions, seamen board, and other related groups in government and private offices. Undertake survey on cooperatives for liquidation/merger/amalgamation.
2. Seminar-Workshop on the formulation of standardized cooperative management and related systems.
3. Seminar-Workshop for newly appointed Cooperative Examiners.
4. Seminar for Cooperative Examiners on Internal Audit of Area Marketing Cooperatives.
5. Studies on the developmental aspects of cooperatives.

Education and Training Division:

1. Teachers Training on Integration of Cooperatives in School Curricula (Secondary School Level)
2. Seminar-Workshop on the Preparation of Instructional Materials on Cooperatives (College Level).
3. Cooperative Trainers' Training for Selected Volunteers from private organizations.
4. Evaluation of Feedbacks on the Macro Tryout of Instructional Materials (Elementary School Level).
5. National Evaluation Conference on Cooperative Development Programme for OCD Technical Personnel.
6. National Conference-Workshop on Overall Activities in the Integration of Cooperatives in School Curricula for Members of the National Task Force.

PART II: Role-Briefs**Brief for the Presiding Officer, Mr. Pinlac:**

Unlike most of the conferences, you hold a position on a contractual basis. Although you are paid a salary much higher than what they get, you have the suspicion that those regular civil service employees do not have for you the regard you believe you deserve. At any rate, as presiding officer, you feel most responsible for the outcome of the meeting. You consider your day's designation as an opportunity for you to impress these people. You anticipate that words about your good performance will eventually reach your higher officials.

You are aware that the basic problem in this conference is not of choosing six projects, but of deciding the dispute whether the Supervision and Registration Division can conduct Seminars and organise Training Programmes or is it the legitimate right only of Training Division.

Brief for the Chief, Registration and Supervision Division, Mr. Farid:

You have been in the cooperative movement for the last twenty years. Some people call you the trouble shooter, because you are always outspoken. You do not mind being called anything as long as you are doing this for the good of the movement. You even criticize the cooperative Law itself. Why, for instance, does the Law not give enough "teeth" to the supervisory powers of the OCD? You consider this as giving responsibility without the corresponding authority. You deplore the lack of personnel to conduct audits of cooperatives. You are very keen at pursuing the training activities for the old and newly recruited auditors. You have included these among your proposed activities.

Besides, according to the Function (c) of Registration and Supervision Divisions given in Annexe II you feel that arrangements of seminar and training to fulfil the Function (c) is the legitimate right of your Division and you are not willing to concede that it is the function of Training and Education Division.

Brief for the Chief, Education and Training Division, Mr. Deshmukh:

You have with you a copy of the Proposed Activities of the other divisions. It amazes you to see that education and training activities are also included.

Without forgetting that this meeting has been convened to decide on priority projects of the OCD, use your skill as an educationist to put things in their proper order, i.e., assert that, functionally speaking areas on education and training, including their planning and budgeting should be left for your division to handle. In other words, out of five projects submitted by Registration and Supervision Division, according to you only Project Nos. 1 & 5 are their functions, while Project Nos. 2, 3 & 4 really belong to Education and Training Division.

Only after this point is conceded, you are willing to go further for discussion on the six priority projects.

PART II:

Observation Guidelines:

1. Are the two members listening to each other?
2. Are the two Chiefs aware that conflict is regarding the legitimate functions of each Division, because of the interpretation of the Clause "C" of the Annexe II and Clause "A" of Annexe IV?
3. Are they ready to compromise and cooperate?
4. Are they ready to accept that project Nos. 2, 3 & 4 are worth accepting and they can cooperatively do it without fighting over the issue of "who should do it"?
5. Are they bearing in mind the main objective of the meeting i.e.; to decide the six priority projects or are they settling the past score?
6. Are they willing to help the Presiding Officer in resolving the conflict?
7. Do they recognise that the Presiding Officer, being a neutral Officer, can give more objective judgement?
8. Who is more dominant of the two? Why?
9. Who is quicker type?
10. Did the dominant members create tension in the discussion?
11. Are the personality characteristics of both the members affecting the overall interest of the organization?
12. If the definitions of functions of each division were more clear, do you think this conflict would have arisen?
13. Was the meeting successful? Why?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up

In any organization, where the job descriptions of the different divisions are written, people who write them, rarely foresee that job description will prove as a source of conflict in future.

The major conflict in this case arises because of the vague job descriptions for both the divisions. If this was found out by both the Chiefs, they would have been more cooperating with each other. This realisation by both the Chiefs would not have made the issue a prestige question, as it has happened in this situation.

If the members remember that the training activities are to be carried out not for the sake of carrying out, but are to be done effectively, so that they contribute to the achievements of the overall objective of the organization, the question of who does the training and who organises seminars become less important than whether the training and seminars are organised effectively or not. The best and the most effective training programmes as well as seminars usually come out when they are the product of the cross-fertilization of ideas between various departments and not the brain-children of only one division.

This is a matter of self-realisation and self-understanding by the members only. Whatever the Presiding Assistant does in this case as the Chairman will not be of much use in fulfilling the objectives of the meeting, because he is not holding a permanent post and that he is not considered with high regard by the Civil Servants.

In this view, the points of summing-up are—

1. Job descriptions of each division are to be written clearly as to avoid overlapping responsibilities, because it is often the starting point of many personal conflicts.
2. Job description is to be precisely worded, otherwise dominant personality may take advantage of it to create a conflict.
3. If the Divisions' Heads pay attention to "Effectiveness" of the functions rather than "Agency of the Functions", the organisation, as a whole will benefit.
4. Co-operation and co-ordination between the divisions will lead to the higher effectiveness of the total organisation.
5. Unless and until, the members of the co-operative society understand the points 3 & 4 above and practice them, the chances for a co-operative society to be successful, will be negatively affected.

Branch Society at Kumana

Gunadasa Lokuge*

PART I:

Background Material for Teachers : (not to be given to participants):

1. Objectives:

- (a) To demonstrate the conduct of an effective meeting.
- (b) To make the participants aware of the necessity of discussion before decision making and to prevent hasty decisions.

2. Target Population:

Suited in training board members and executive level employees of a cooperative society.

3. Group Size:

25—30, including the five Role-Players.

4. Materials Needed:

Role Slips for the participants, chalk board, chalk sticks and name cards for the Role-Players.

5. Participants to Play the Role:

- (i) President : Mr. Silva
- (ii) Vice-President : Mr. Fernando
- (iii) General Manager : Mr. Cooray
- (iv) Board Member : Mr. Perera
- (v) Inspector of Cooperative Societies : Mr. Banda

6. Application for Objective (a):

The selection of the active participants in the Role-Play should be purely on a voluntary basis. Each participant should be given a slip describing the role he has to play at least fifteen minutes before the commencement of the play. The rest of the class shall be the observers and after the play they should be given the opportunity to discuss and comment. The observers should be given the general description of the situation.

*Lecturer, School of Cooperation, Polgolla, Sri Lanka

Application for Objective (b):

First let the group members make a presentation of their view-points and the President to arrive at the decision without any discussion.

Then repeat the same Role-Play, but this time permit full discussion. The President should make up his mind and arrive at the decision only after discussion.

7. Time Allocation:

20—30 minutes for Role-Play for Objective (a)

45 minutes to one hour for two Role-Plays of Objective (b).

8. Classroom Arrangements:

The Role-Players should sit at table preferably forming a semi-circle so as to face each other and to face the observers as well. The observers should sit in the form of a semi-circle so as to get a good view of the Role-Players.

PART II:

Description of the Situation:

The Peanut Cooperative Society consists of fifteen board members. A sub-committee is appointed by the board consisting of the President, Vice-President and a Board Member to examine and decide on a proposed project.

The President has proposed that a new branch be set up at the Kumana Village. The board has decided to refer the proposal to the sub-committee which is expected to examine and report its decision to the next board meeting.

The President summons the sub-committee along with the General Manager and the Inspector of Cooperative Societies.

You are expected to play any one of the roles and you will be given a slip describing your role. You should not discuss the role you are expected to play with the others in the Group.

PART II: Role-Briefs

Brief for the President, Mr. Silva

You have been the President of this Society for the last two years. You are also an active supporter of the ruling political party and is a good friend of the Member of Parliament (MP) of your electorate where the society is situated. Kumana is a small village with a population of 5000 consumers where 90% of the voters supported your M.P. The M.P. has requested you to open a society branch in this village and you have resolved to fulfil it.

Since the practice of the Board is to refer such matters to the sub-committee for decision, you have summoned a meeting of the sub-committee along with the other officials.

Brief for the Vice-President, Mr. Fernando

You are an experienced cooperator and have been much interested in the affairs of the society.

You do not jump into hasty decisions and you are always prepared to discuss matters and listen to others.

You are quite familiar with the Kumana Village. You know there are two private traders dominating the trade. They supply credit to the villagers and purchase the produce. The villagers here are not at all concerned with cooperatives, except that they have to walk about two miles to purchase the rationed commodities from the Coop. Branch. You quite agree that a Coop. Branch is necessary in this village.

You feel that education of the villagers is an important pre-requisite to setting up the branch.

If a new branch is opened immediately the villagers will not give their fullest cooperation and therefore the result will be a financial loss to the society. Hence through education, the villagers should be convinced on the benefits of cooperation, so that the request for a society branch should come from them. You should try to convince the committee to take this stand.

Brief for the General Manager, Mr. Cooray:

You have been the General Manager of the Society for the last ten years. You have participated in several training courses both at the School and abroad.

You are not pleased with the stand taken by the President. You can use your strategy to convince him that a feasibility report should be submitted to consider the proposal at a subsequent meeting.

You hold the view that survey should be made by the Consumer Manager and based on his report the Accountant should submit a capital expenditure budget and a profitability statement. Try to convince the others that these reports are necessary to take a vital decision on the proposed project.

Brief for the Board Member, Mr. Perera:

You are a fervent supporter of the President and one of his "yes" men. You are also well known to the M.P. In the event the Branch is set up you can convince both of them to get your son employed as the Branch Manager. Hence, you have decided to support the proposition of the President. As you are from the neighbouring village, you know what hardships the Kumana villagers have to undergo to purchase their rationed commodities from your Cooperative Branch, two miles away from their village. You hold the view that feasibility studies or surveys are useless when there is an obvious urgent need. Hence you should argue that the society gives priority to help the villagers by opening up its proposed branch. Further, you should express the view that expansion of the society will promote employment.

Brief for the Cooperative Inspector, Mr. Banda:

You are the Inspector in charge of the society and as you were transferred two years back you are quite familiar with its affairs. You are a trained officer who has recently undergone a five day training course in Budgeting at the School of Cooperation.

You should categorically emphasize that such capital expenditure projects should not be undertaken through quick decisions. Hence, you should insist on a survey, a feasibility study and estimates giving the capital expenditure and the possible return on capital over a specific period.

Further you can draw the attention of the members of the committee over the unsound financial position of the society and show that no institution will be willing to grant credit facilities.

PART II:

Observation Guidelines

For Objective (a): “To demonstrate the conduct of an effective meeting”

1. Observe how Mr. Silva commenced the meeting.
 - 1.1 Did Mr. Silva create a permissive atmosphere?
 - 1.2 Did he explain the purpose of the interview clearly?
 - 1.3 Did he receive the members well?
2. Observe how the meeting was conducted.
 - 2.1 Was the discussion well conducted?
 - 2.2 Was Mr. Silva too authoritative?
 - 2.3 Did he listen to other members?
 - 2.4 Did he encourage the silent members?
 - 2.5 Did he control the too vociferous members?
 - 2.6 Was the discussion relevant to the decision?
 - 2.7 Who talked much?
 - 2.8 Did Mr. Silva handle the group efficiently?
3. Observe and evaluate the meeting after it was adjourned.
 - 3.1 What was the attitude of Mr. Silva to others in the group at the end of the discussions?
 - 3.2 Was the meeting conducted efficiently?
 - 3.3 Was the decision arrived at after healthy discussion?
 - 3.4 How did the members of the group react?
 - 3.5 How could Mr. Silva have handled the situation better?
 - 3.6 Did he summarize the proceedings?
 - 3.7 Did he maintain the unity of the group?
 - 3.8 Any other points you have observed or noted?

For Objective (b): “To make the participants aware of the necessity of discussion before decision making and to prevent hasty decisions”

1. Did Mr. Silva attend the meeting with a pre-conceived decision?
2. How far was Mr. Silva convinced by the others to take a decision?
3. How far did he try to show that his decision be accepted by the other members of the group?
4. Did the discussion lead to decision making?
5. How did the other members prevent Mr. Silva from taking a hasty decision?

PART III:

(For the use of teachers only, not to be given to participants)

Analysis, Implications and Summing-up

For Objective (a): “To demonstrate the conduct of an effective meeting”

The points are the same as in the Summing-up for Objective (a) of Role-Play 3 (Page 67).

For Objective (b): “To make the participants aware of the necessity of discussion, before decision making and to prevent hasty decisions”.

If the two Role-Plays are effectively conducted, the observers as well as the Role-Players will themselves notice the differences in the quality of the decision, which is taken without group discussion and the decision which is taken after appropriate group discussion.

If the time permits, the teacher may, in order to emphasize the need of discussion before a decision making, further elaborate the point by asking the observers as well as Role-Players to think about the situation where discussion does not help in improving the quality of decision making.

XYZ Cooperative Society

A.D. Nanayakkara*

PART I:

Background Material for Teachers (not to be given to participants).

1. Objectives:

- (a) To develop the skills of organising and conducting a disciplinary inquiry.
- (b) To develop skills in leading evidence in various capacities such as: legal representative of the plaintiff, representative of the defendant, witnesses, etc.

2. Target Population:

The Officers of the Cooperative Department who are responsible for conducting disciplinary inquiry and executive employees of the cooperatives.

3. Group Size:

20 to 25, including the seven Role Players.

4. Material Needed:

- (i) Role slips for the participants.
- (ii) A case journal to record the proceedings of the inquiry.

5. Participants to Play the Role:

- (i) Inquiry Officer—Mr. Silva
- (ii) Accused—Manager Branch No. 1—Mr. Perera
- (iii) Plaintiff—Legal Representative of the XYZ Cooperative—Mr. Banda.
- (iv) Representative of the Accused—Mr. Martin.
- (v) Witnesses: No. 1—Manager Branch No. 2—Mr. John.
- (vi) No. 2—Lorry Driver of the Society—Mr. Charls.
- (vii) No. 3—One Labourer—Mr. Simon.

6. Application:

Selection of the participants to play the role should be made on a voluntary basis. Each participant should be briefed of his role with the use of a slip at least 10 to 15 minutes before the commencement of the play. The other members of the class shall be silent observers while

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the Role-Play is in progress, and they should be given an opportunity to observe the conduct of the Role-Play.

7. Time Allocation:

30 minutes.

8. Classroom Arrangements:

- (i) A chair and a table for the Inquiry Officer.
- (ii) Seating accommodation for the legal representatives and the witnesses just in front of the Inquiry Officer.
- (iii) Seating accommodation for the observers.

PART II:**Description of the Situation:**

The XYZ Cooperative Society has a wholesale depot to feed its 25 retail branches. The society's lorries are being employed to transport goods to the retail branches.

One day a lorry load of goods including 30 bags of sugar were despatched from the above wholesale depot to be delivered to Retail Branch No. 1 and Retail Branch No. 2 of the Society. Both the Managers of these retail branches were present at the time of loading the goods in the lorry at the Wholesale Depot, and accompanied the lorry with the driver and two labourers. First the lorry stopped at the Retail Branch No. 1 and the said labourers unloaded the goods. Then the lorry proceeded to the Branch No. 2 and delivered the balance goods. The Manager Branch No. 2 to his surprise found that there was a shortage of three bags of sugar. So this Manager travelled in the same lorry to the Retail Branch No. 1 and was disappointed to know from the Manager Branch No. 1 that he had received only 15 bags of sugar as per invoice addressed in favour of his Branch. So the Manager Branch No. 2 complained the matter to the General Manager of the Society. The General Manager in turn arranged to take physical stock of sugar only at the Wholesale Depot and those two Retail Branches. Physical verification disclosed no discrepancies except for the shortage reported by Manager Branch No. 2. On the findings of the verification the General Manager interdicted both the Retail Branch Managers. Later, the Manager Branch No. 2 appealed to the Board of Directors and got himself exonerated from the charges. The Manager Branch No. 1 also appealed to the Board of Directors for their favourable consideration to acquit him or to conduct an impartial inquiry in terms of the Law governing the personnel management of the Cooperatives. The Board of Directors unanimously decided to appoint the Cooperative Development Officer of the Society to conduct the inquiry and to inform the findings as early as possible. The Board of Directors also decided to appoint the Personnel Manager of the Society to serve as the legal representative of the inquiry. The Inquiring Officer had a preliminary study of the situation and summoned the following parties for the inquiry:

- (i) Accused—Manager Branch No. 1—Mr. Perera.
- (ii) Plaintiff—Legal Representative of the XYZ Cooperative—Mr. Banda
- (iii) Representative of the Accused—Mr. Martin.
- (iv) Witnesses: No. 1—Manager Branch No. 2—Mr. John.
 No. 2—Lorry Driver of the Society—Mr. Charls
 No. 3—Labourer—Mr. Simon.

PART II: Role-Briefs

Brief for the Inquiry Officer, Mr. Silva:

You are the Inquiry Officer appointed by the XYZ Cooperative Society to conduct a disciplinary inquiry. You assume that you have already sent out the necessary notices to the parties concerned. The parties concerned are as follows:

- Accused—Manager Branch No. 1—Mr. Perera.
- Plaintiff—Legal representative of XYZ Cooperative Society—Mr. Banda
- Representative of the Accused—Mr. Martin.
- Witnesses: No. 1—Manager Branch No. 2—Mr. John.
No. 2—Lorry Driver of the Society—Mr. Charls.
No. 3—Labourer—Mr. Simon.

You are expected to maintain a Case Journal and to record the proceedings. You should see that all the hearings are completed in the first sitting itself.

Brief for the Accused—Manager Branch No. 1, Mr. Perera:

You have to assume the role of the Accused and to give evidence before the officer conducting the disciplinary inquiry. You assume that you are the Manager of Branch No. 1 and interdicted by the XYZ Cooperative Society (your employer) on a charge stated to be responsible for causing loss to the society by unloading three bags of sugar in excess from the lorry and misappropriating the said excess.

Although you intentionally received the excess goods and misappropriated them you continue to maintain that you have no knowledge of them. You firmly deny the charges and maintain that you received only 15 bags of sugar in accordance with the invoice.

There will be a well paid officer appearing on your behalf to defend your case.

Brief for the Plaintiff—Legal Representative of the Society, Mr. Banda:

You are the Personnel Manager of the XYZ Cooperative Society appointed to serve as the Legal Representative at a disciplinary inquiry to be held against the Manager, Branch No. 1 of the society, on a charge of receiving three bags of sugar in excess and misappropriating the said excess.

You will have to represent the following facts at the inquiry:

You state that the said two labourers and the lorry driver had given evidence to the fact that the number of sugar bags loaded at the Wholesale Depot was 30 and the sugar bags unloaded at the Branch No. 2 were only 12. In between the lorry was stopped to unload the goods at Branch No. 1 only. But no evidence to establish the exact number of bags that was unloaded at Branch No. 1.

Brief for the Representative of the Accused, Mr. Martin

You have been appointed by the Manager, Branch No. 1 of the XYZ Cooperative Society to serve on his behalf at a disciplinary inquiry to be held against the client. You are well paid for this assignment. You have to maintain at any cost that your client is not guilty, since there is no proof to show that the excess in goods in question were unloaded at his branch.

Brief for the Witness, Lorry Driver, Mr. Charls:

You are expected to give evidence in an inquiry against the Manager Branch No. 1 of the XYZ Cooperative Society. You are the driver attached to the lorry of this society. You maintain the statement that will be made by the Legal Representative of the society is true in respect of your knowledge in this case.

Brief for the Labourer, Mr. Simon:

You are expected to give evidence in an inquiry against the Manager Branch No. 1 of the XYZ Cooperative Society. You are the labourer attached to the lorry of this society. You maintain the statement that will be made by the Legal Representative of the society is true in respect of your knowledge in this case.

Brief for the Manager, Branch No. 2, Mr. John:

You are the Manager of Branch No. 2 of the XYZ Cooperative Society. You maintain the statement that will be made by the Legal Representative of the Society is true in respect of your knowledge in this case. Regarding your competition for the Branch Supervisor's post you state that although you applied for that post you are not very much keen in that since there is no salary difference.

PART II:

Observation Guidelines for Objective (a):

Observe the manner in which the Inquiry Officer conducts the disciplinary inquiry.

- (a) Did he take oaths promptly from the parties concerned?
- (b) Did he maintain the Case Journal?
- (c) Did he give enough opportunity for the plaintiff to present the case?
- (d) Did he give enough opportunity for the accused, representative of the accused, and witnesses to play their roles?
- (e) Did he try to arrive at hasty decisions?
- (f) Was he biased?
- (g) Did he allow the representatives to cross examine the witnesses and the accused?
- (h) Did he ask leading questions?

Observation Guidelines for Objective (b):

1. Observe the manner in which the accused plays his role.
 - (a) To what extent was he successful in proving that he is not guilty of the charge?
 - (b) How did he respond to the cross-examination?
 - (c) Did he try to influence the Inquiry Officer as the legal representative of the society?
2. Observe the manner in which the legal representative presents the Case.
 - (a) Was he too brief or too narrative?
 - (b) Did he present all the relevant facts before the inquiry officer?
 - (c) Did he try to influence the inquiry officer or the representative of the accused?
 - (d) Did he actually act on behalf of the society?
 - (e) How did he respond to the cross examination?
3. Observe the manner in which the representative of the accused defends his client.
 - (a) Did he act on behalf of the accused?
 - (b) Did he raise appropriate questions from the accused, legal representative of the society and the witnesses?
 - (c) Did he try to influence any party?
 - (d) Did he maintain a record of the proceedings?
4. Observe the manner in which the Manager Branch No. 1, John, Charls and Simon play their roles.
 - (a) Did they act on behalf of the society?
 - (b) Did they maintain the statement made by the legal representative of the society?
 - (c) Did they present only the relevant facts?
 - (d) Did they speak with confidence?

PART III:

(For the use of teachers only, not to be given to the participants)

Analysis, Implications and Summing-up

For Objective (a): “To develop the skills of organising and conducting a disciplinary inquiry”.

Whenever a disciplinary inquiry is to be conducted, it is to be conducted according to the legal principles, which must be followed by the Inquiry Officer. Otherwise, the inquiry is considered to be vitiated and cannot be upheld in the Court of Law. If inquiry is not conducted in such a way that the Principle of Natural Justice is upheld and if everything that happens during the inquiry is not documented truthfully, the Society is put to trouble afterwards, especially in the days when the Unions are getting stronger. Hence to follow the Rules as mentioned below very strictly, is a must for the Inquiry Officer:

1. The Inquiry Officer should maintain the case journal.
2. The Inquiry Officer should get oath from the parties concerned.
3. The Inquiry Officer should lead evidence.
4. The Inquiry Officer should allow the legal representative of the society to cross examine the accused, representative of the accused, and the witnesses.
5. The Inquiry Officer should allow the representative of the accused to cross examine the legal representative of the society, accused, and the witnesses.
6. The Inquiry Officer should hear the case properly.
7. The Inquiry Officer should give the verdict after collecting all the data and hearing all the sides of the case.
8. The Inquiry Officer should take the signature of the accused that whatever that has been recorded in the Case Journal is the truth and that he was given full scope to defend himself.
9. The Inquiry Officer should explain the appeal procedure.

For Objective (b): “To develop skills in leading evidence in various capacities such as : legal representative of the plaintiff, representative of the defendant, witnesses, etc.”

Very often during the inquiry the accused and his witness or the witnesses of the Society refuse to give the evidence on the ground that they were not told of the Code of Conduct, which they have to follow during the inquiry. Hence to tell all these people regarding the Code of Conduct, which is to be followed by them during the inquiry, is a must for every Inquiry Officer of a cooperative society. They are summed-up in brief as follows:

1. The accused, the legal representative of the society, representative of the accused and the witnesses should give oaths before the Inquiry Officer.
2. The witnesses should give factual evidence.
3. The accused, the legal representative of the society, the representative of the accused and the witnesses should respond truthfully to the cross examination.
4. The legal representative of the society could cross examine the accused, representative of the accused, and witnesses.

5. The representative of the accused could cross examine the legal representative of the society, the accused and the witnesses.
6. The legal representative of the society should present the case.
7. The representative of the accused should defend the accused.
8. The legal representative of the society should defend the plaintiff.