

<b>Course Name</b>	<b>: Development Studies</b>
<b>Course Code</b>	<b>: APBSCH 601</b>
<b>Course Level</b>	<b>: Level 6</b>
<b>Credit Units</b>	<b>: 4 CU</b>
<b>Contact Hours</b>	<b>: 60 Hrs</b>

## **Course Description**

This course explores massive development discourse related to improving living standards in developing countries. It involves describing development trends, theories of development, Millennium development goals (MDGs), approaches to measuring Human development, relevance of emergency management in development, debates about development aid, understanding Human rights as a channel of development as well looking at infrastructural development as an important aspect of development.

## **Course Objectives**

- To introduce students to different implications of development theories.
- To enable students gain a critical analysis in studying the level of development in their respective countries.
- To assist students to discover reliable measures of how developing countries can embrace, recognize and participate in development related projects and programs.
- To help students estimate the major barriers of development in African developing countries.

## **Course Content**

### **Introduction**

- Meaning of Development Studies
- Development criticisms
- International development
- History of international development

### **Theories of Development**

- Modernization theory
- State theory
- Dependency theory
- History of the theories
- Their implication on development
- Criticisms of the theories

### **Millennium Development goals**

- Eradicate poverty and extreme hunger

- Achieve Universal Primary Education
- Improve woman equality and empowerment
- Improve child mortality
- Reduce maternal mortality
- Combat HIV/AIDs, malaria and other diseases
- Ensure environmental sustainability
- Global partnership for development

### **Measurement of Human Development**

- National GDP
- Literacy rates
- Life expectancy
- Human development index
- Gini co-efficient
- Per capita income
- Maternal survival rate

### **Emergency Management**

- Meaning of Emergency management
- Mitigation measures
- Preparedness
- Response
- Recovery

### **Development Aid**

- Meaning of development Aid
- Relevance of aid to holistic development
- Criticisms of development aid

### **Human Rights as a channel to Development**

- Meaning of human rights
- History and evolution of human rights
- International law
- NGOs and promotion of human rights
- Marxist critique of human rights
- Concepts in human rights
- Human rights Vs National Security
- Universalism Vs Cultural relativism
- Human rights violations

### **Infrastructure**

- Meaning of infrastructure
- History of the term
- Forms of infrastructure

- Land improvement and land development
- Public works and public services
- Infrastructure attributes

**Mode of delivery** Face to face lectures

**Assessment**

**Coursework** 40%

**Exams** 60%

**Total Mark** 100%

## **DEVELOPMENT STUDIES**

### **Introduction to Community Development**

**Community development (CD)** is a broad term given to the practices of civic activists, involved citizens and professionals to build stronger and more resilient local communities.

Community development seeks to empower individuals and groups of people by providing them with the skills they need to effect change in their own communities. These skills are often created through the formation of large social groups working for a common agenda. Community developers must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions.

There are a myriad of job titles for CD workers and their employers include public authorities and voluntary or non-governmental organisations, funded by the state and by independent grant making bodies. Since the nineteen seventies the prefix word 'community' has also been adopted by several other occupations from the police and health workers to planners and architects, who work with more disadvantaged groups and communities and have been influenced by CD approaches.

CD practitioners have over many years developed a range of skills and approaches for working within local communities and in particular with disadvantaged people. These include less formal educational methods, community organising and group work skills. Since the nineteen sixties and seventies through the various anti poverty programmes in both developed and developing countries, CD practitioners have been influenced by structural analyses as to the causes of disadvantage and poverty i.e. inequalities in the distribution of wealth, income, land etc. and especially political power and the need to mobilise people power to affect social change. Thus the influence of such educators as Paulo Friere and his focus upon this work also being about

politicising the poor. Other key people who have influenced this field are Saul Alinsky (Rules for Radicals) and EF Schumacher (Small is Beautiful).

The UK currently hosts the main international body representing community development, the International Association for Community Development. IACD was started in the USA in 1953, moved to Belgium in the seventies and to the UK (Scotland) in 1998. Community development as a term has taken off widely in anglophone countries i.e. the USA, UK, Australia, Canada and New Zealand and other countries in the Commonwealth. It is also used in some countries in eastern Europe with active CD associations in Hungary and Romania. The International Community Development Journal, published by Oxford University Press, and set up in 1967 has been the major forum for research and dissemination of international CD theory and practice.

Community development approaches are recognised internationally. These methods and approaches have been acknowledged as significant for local social, economic, cultural, environmental and political development by such organisations as the UN, WHO, OECD, World Bank, Council of Europe and EU.

## **Definitions**

There are complementary definitions of community development. Community Development Challenge report, which was produced by a working party comprising leading UK organizations in the field (including (Foundation Builders) Community Development Foundation, Community Development Exchange and the Federation for Community Development Learning) defines community development as:

"A set of values and practices which plays a special role in overcoming poverty and disadvantage, knitting society together at the grass roots and deepening democracy. There is a CD profession, defined by national occupational standards and a body of theory and experience going back the best part of a century. There are active citizens who use CD techniques on a voluntary basis, and there are also other professions and agencies which use a CD approach or some aspects of it."<sup>[1]</sup>

Community Development Exchange defines community development as:

“both an occupation (such as a community development worker in a local authority) and a way of working with communities. Its key purpose is to build communities based on justice, equality and mutual respect. Community development involves changing the relationships between ordinary people and people in positions of power, so that everyone can take part in the issues that affect their lives. It starts from the principle that within any community there is a wealth of knowledge and

experience which, if used in creative ways, can be channeled into collective action to achieve the communities' desired goals. Community development practitioners work alongside people in communities to help build relationships with key people and organizations and to identify common concerns. They create opportunities for the community to learn new skills and, by enabling people to act together, community development practitioners help to foster social inclusion and equality.

A number of different approaches to community development can be recognized, including: community economic development (CED); community capacity building; Social capital formation; political participatory development; nonviolent direct action; ecologically sustainable development; asset-based community development; faith-based community development; community practice social work; community-based participatory research (CBPR); Community Mobilization; community empowerment; community participation; participatory planning including community-based planning (CBP); community-driven development (CDD); and approaches to funding communities directly.

Education and the community-wide empowerment that increased educational opportunity creates, form a crucial component of community development and certainly for under-served communities that have limited general educational and professional training resources. Workforce development and the issues and challenges of crossing the Digital divide, and increasing community-wide levels of Digital inclusion have become crucially important in this and both for affordable access to computers and the Internet, and for training in how to use and maintain these resources.

Local communities that cannot connect and participate in the larger and increasingly global Online community are becoming increasingly marginalized because of that. So where Urban development with its focus on buildings and physical infrastructure was once viewed as a primary path forward to community development, development of computer and online infrastructure and access, and the community enablement they support have to become central areas of focus moving forward. This has become an area of active involvement for both public and private sector organizations including foundations and nonprofit organizations. In the United States, nonprofit organizations such as *Per Scholas* seek to “break the cycle of poverty by providing education, technology and economic opportunities to individuals, families and communities” as a path to development for the communities they serve.

## **In the global North**

In the 19th century, the work of the Welsh early socialist thinker Robert Owen (1771–1851), sought to create a more perfect community. At New Lanark and at later communities such as Oneida in the USA and the New Australia Movement in Australia, groups of people came together to create utopian or intentional utopian communities, with mixed success.

In the United States in the 1960s, the term "community development" began to complement and generally replace the idea of urban renewal, which typically focused on physical development projects often at the expense of working-class communities. In the late 1960s, philanthropies such as the Ford Foundation and government officials such as Senator Robert F. Kennedy took an interest in local nonprofit organizations—a pioneer was the Bedford-Stuyvesant Restoration Corporation in Brooklyn—that attempted to apply business and management skills to the social mission of uplifting low-income residents and their neighborhoods. Eventually such groups became known as "Community Development Corporations" or CDCs. Federal laws beginning with the 1974 Housing and Community Development Act provided a way for state and municipal governments to channel funds to CDCs and other nonprofit organizations.

National organizations such as the Neighborhood Reinvestment Corporation (founded in 1978 and now known as NeighborWorks America), the Local Initiatives Support Corporation (founded in 1980 and known as LISC), and the Enterprise Foundation (founded in 1981) have built extensive networks of affiliated local nonprofit organizations to which they help provide financing for countless physical and social development programs in urban and rural communities. The CDCs and similar organizations have been credited with starting the process that stabilized and revived seemingly hopeless inner city areas such as the South Bronx in New York City.

In the UK Community development has had two main traditions. The first was as an approach for preparing for the independence of countries from the former British Empire in the 50's and 60's. Domestically it first came into public prominence with the Labour Government's anti deprivation programmes of the latter sixties and seventies. The main example of this being the CDP (Community Development Programme), which piloted local area based community development. This influenced a number of largely urban local authorities, in particular in Scotland with Strathclyde Region's major community development programme (the largest at the time in Europe).

The Gulbenkian Foundation was a key funder of commissions and reports which influenced the development of CD in the UK from the latter sixties to the 80's. This included recommending that there be a national institute or centre for community development, able to support practice and to advise government

and local authorities on policy. This was formally set up in 1991 as the Community Development Foundation. In 2004 the Carnegie UK Trust established a Commission of Inquiry into the future of rural community development examining such issues as land reform and climate change. Carnegie funded over sixty rural community development action research projects across the UK and Ireland and national and international communities of practice to exchange experiences. This included the International Association for Community Development.

In 1999 a UK wide organisation responsible for setting professional training standards for all education and development practitioners working within local communities was established and recognised by the Labour Government. This organisation was called PAULO - the National Training Organisation for Community Learning and Development. (It was named after Paulo Freire). It was formally recognised by David Blunket, the Secretary of State for Education and Employment. Its first chair was Charlie McConnell, the Chief Executive of the Scottish Community Education Council, who had played a lead role in bringing together a range of occupational interests under a single national training standards body, including community education, community development and development education. The inclusion of community development was significant as it was initially uncertain as to whether it would join the NTO for Social Care. The Community Learning and Development NTO represented all the main employers, trades unions, professional associations and national development agencies working in this area across the four nations of the UK.

The term 'community learning and development' was adopted to acknowledge that all of these occupations worked primarily within local communities, and that this work encompassed not just providing less formal learning support but also a concern for the wider holistic development of those communities – socio economically, environmentally, culturally and politically. By bringing together these occupational groups this created for the first time a single recognised employment sector of nearly 300,000 full and part-time paid staff within the UK, approximately 10% of these staff being full-time. The NTO continued to recognise the range of different occupations within it, for example specialists who work primarily with young people, but all agreed that they shared a core set of professional approaches to their work. In 2002 the NTO became part of a wider Sector Skills Council for lifelong learning.

Community development in Canada has roots in the development of co-operatives, credit unions and caisses populaires. The Antigonish Movement which started in the 1920s in Nova Scotia, through the work of Doctor Moses Coady and Father James Tompkins, has been particularly influential in the subsequent expansion of community economic development work across Canada...

## **In the global South**

Community planning techniques drawing on the history of utopian movements became important in the 1920s and 1930s in East Africa, where Community Development proposals were seen as a way of helping local people improve their own lives with indirect assistance from colonial authorities.<sup>[citation needed]</sup>

Mohondas K. Gandhi adopted African community development ideals as a basis of his South African Ashram, and then introduced it as a part of the Indian Swaraj movement, aiming at establishing economic interdependence at village level throughout India. With Indian independence, despite the continuing work of Vinoba Bhave in encouraging grassroots land reform, India under its first Prime Minister Jawaharlal Nehru adopted a mixed-economy approach, mixing elements of socialism and capitalism. During the fifties and sixties, India ran a massive community development programme with focus on rural development activities through government support. This was later expanded in scope and was called integrated rural development scheme [IRDP]. A large number of initiatives that can come under the community development umbrella have come up in recent years.

Community Development became a part of the Ujamaa Villages established in Tanzania by Julius Nyerere, where it had some success in assisting with the delivery of education services throughout rural areas, but has elsewhere met with mixed success. In the 1970s and 1980s, Community Development became a part of "Integrated Rural Development", a strategy promoted by United Nations Agencies and the World Bank. Central to these policies of community development were

- Adult Literacy Programs, drawing on the work of Brazilian educator Paulo Freire and the "Each One Teach One" adult literacy teaching method conceived by Frank Laubach.
- Youth and Women's Groups, following the work of the Serowe Brigades of Botswana, of Patrick van Rensburg.
- Development of Community Business Ventures and particularly cooperatives, in part drawn on the examples of José María Arizmendiarieta and the Mondragon Cooperatives of the Basque Region of Spain
- Compensatory Education for those missing out in the formal education system, drawing on the work of Open Education as pioneered by Michael Young.
- Dissemination of Alternative Technologies, based upon the work of E. F. Schumacher as advocated in his book *Small is Beautiful: Economics as if people really mattered*
- Village Nutrition Programs and Permaculture Projects, based upon the work of Australians Bill Mollison and David Holmgren.
- Village Water Supply Programs



In the 1990s, following critiques of the mixed success of "top down" government programs, and drawing on the work of Robert Putnam, in the rediscovery of Social Capital, community development internationally became concerned with social capital formation. In particular the outstanding success of the work of Muhammad Yunus in Bangladesh with the Grameen Bank, has led to the attempts to spread microenterprise credit schemes around the world. This work was honoured by the 2006 Nobel Peace Prize.

The "Human Scale Development" work of Right Livelihood Award winning Chilean economist Manfred Max Neef promotes the idea of development based upon fundamental human needs, which are considered to be limited, universal and invariant to all human beings (being a part of our human condition). He considers that poverty results from the failure to satisfy a particular human need, it is not just an absence of money. Whilst human needs are limited, Max Neef shows that the ways of satisfying human needs is potentially unlimited. Satisfiers also have different characteristics: they can be violators or destroyers, pseudosatisfiers, inhibiting satisfiers, singular satisfiers, or synergic satisfiers. Max-Neef shows that certain satisfiers, promoted as satisfying a particular need, in fact inhibit or destroy the possibility of satisfying other needs: e.g., the arms race, while ostensibly satisfying the need for protection, in fact then destroys subsistence, participation, affection and freedom; formal democracy, which is supposed to meet the need for participation often disempowers and alienates; commercial television, while used to satisfy the need for recreation, interferes with understanding, creativity and identity. Synergic satisfiers, on the other hand, not only satisfy one particular need, but also lead to satisfaction in other areas: some examples are breast-feeding; self-managed production; popular education; democratic community organizations; preventative medicine; meditation; educational games. '

## **Social Work theory & practice**

**Social work** is a professional and academic discipline that seeks to improve the [quality of life](#) and [subjective well-being](#) of individuals, groups, and communities through research, policy, community organizing, direct practice, crisis intervention, and teaching for the benefit of those affected by social disadvantages such as poverty, mental and physical illness or disability, and [social injustice](#), including violations of their [civil liberties](#) and [human rights](#). Research is often focused on human development, [psychotherapy](#) and [counseling](#), [social policy](#), public administration, social program evaluation, and community development. Social workers are organized into local, national, continental, and international [professional bodies](#). It is an interdisciplinary field that incorporates theoretical bases from [economics](#), [education](#), [sociology](#), [law](#), [medicine](#), [philosophy](#), [politics](#), [anthropology](#), and [psychology](#).

## **History**

The concept of charity goes back to ancient times, and the practice of providing for the poor has roots in many ancient civilizations and world [religions](#). Even before the rise of modern European states, the church was providing social services of a primitive sort. The earliest organized social welfare activity of the Christian church was the formation of burial societies, followed closely by provision of alms to the poor, shelter for the homeless, and care and comfort for the sick. Monasteries often served as comprehensive social service agencies, acting as hospitals, homes for the aged, orphanages, and travelers' aid stations. It was not until the emergence of industrialization and urbanization that the informal helping systems of the church and family began to break down and organized social welfare services emerged to supplant it.

The profession of social work is generally considered to have developed from three movements: the charity organization society (COS) movement, the settlement house movement, and a third, less clearly defined movement, the development of institutions to deal with the entire range of social problems. All had their most rapid growth during the nineteenth century, and all grew out of the church.

Social work has its roots in the social and economic upheaval wrought by the [Industrial Revolution](#), in particular the societal struggle to deal with [poverty](#) and its resultant problems. Because poverty was the main focus of early social work, it is intricately linked with the idea of charity work, but the field must now be understood in much broader terms. For instance, it is common for modern social workers to find themselves dealing with consequences arising from other "social problems" such as racism, sexism, homophobia, and discrimination based on age or on physical or mental disability

Whereas social casework started on a more scientific footing aimed at directing and reforming individuals (at one stage supporting the notion that poverty was a disease), other models of social work arising out of the Settlement House movement, led by activists such as Jane Addams, emphasized political activism and community solutions. Currently, social work is known for its critical and holistic approach to understanding and intervening in social problems. This has led, for example, to the recognition of poverty as having a social and economic basis rooted in social policies rather than representing a personal moral defect. This trend also points to another historical development in the evolution of social work: once a profession engages in social control, it is directed at social and personal empowerment. This is not to say that modern social workers do not engage in social control (consider, for example, child protection workers), and many, if not most, social workers likely would agree that there is an ongoing tension between these forces within the profession. For example, see the debate between structural social work and [humanistic social work](#).

## **Contemporary professional development**

Social Work education begins in a structured manner at higher educational institutions (universities and colleges), coupled with or followed by practical internships, but it is also an ongoing process that occurs through research and in the workplace.

The [International Federation of Social Workers](#) says of social work today that

"social work bases its methodology on a systematic body of evidence-based knowledge derived from research and practice evaluation, including local and [indigenous knowledge](#) specific to its context. It recognizes the complexity of interactions between human beings and their environment, and the capacity of people both to be affected by and to alter the multiple influences upon them including bio-psycho-social factors. The social work profession draws on theories of [human development](#), social theory and social systems to analyze complex situations and to facilitate individual, organizational, social and cultural changes."

#### 7 CORE FUNCTIONS:

1. Engagement- the social worker must first engage the client in early meetings to promote a collaborative relationship.
2. Assessment- data must be gathered that will guide and direct a plan of action to help the client
3. Planning- negotiate and formulate an action plan
4. Implementation- promote resource acquisition and enhance role performance
5. Monitoring/Evaluation- on-going documentation through short-term goal attainment of extent to which client is following through
6. Supportive Counseling- affirming, challenging, encouraging, informing, and exploring options
7. Graduated Disengagement- Seeking to replace the social worker with a naturally occurring resource [\[4\]](#)

#### 6 CORE VALUES:

1. Service- help people in need and address social problems
2. Social Justice- challenge social injustices
3. Respect the dignity and worth of the person
4. Give importance to human relationships
5. Integrity- behave in a trustworthy manner
6. Competence- practice within the areas of one's areas of expertise and develop and enhance professional skills

#### **Professional associations**

Social workers have a number of professional associations, which provide ethical guidance and other forms of support for their members and for social work in general. These associations may be international, continental, semi-continental, national, or regional. The main international associations are the [International Federation of Social Workers](#) (IFSW) and the [International Association of Schools of Social Work](#) (IASSW). The largest professional social

work association in the United States is the [National Association of Social Workers](#). There also exist organizations that represent clinical social workers such as The American Association of Psychoanalysis in Clinical Social Work, AAPCSW is a national organization representing social workers who practice psychoanalytic social work and psychonalysis. There are also a number of states with Clinical Social Work Societies which represent all social workers who conduct psychotherapy from a variety of theoretical frameworks with families, groups and individuals.

### **Trade unions representing social workers**

In the United Kingdom, just over half of social workers are employed by local authorities, and many of these are represented by [UNISON](#), the public sector employee union. Smaller numbers are members of [Unite the union](#) and the [GMB \(trade union\)](#). The British Union of Social Work Employees (BUSWE) has been a section of the [Community \(trade union\)](#) since 2008. In 2011, the [British Association of Social Workers](#) launched a trade union arm for the second time (it first tried this in 1976) called the Social Workers' Union, but this body is not recognized by the [TUC](#) or by any employers.

### **Role of the professional**

The main tasks of professional social workers may include a number of services such as [case management](#) (linking clients with agencies and programs that will meet their psychosocial needs - common in the US and the UK), [counseling](#) and [psychotherapy](#), human services management, social [welfare](#) policy analysis, policy and practice development, [community organizing](#), international, social and community development, advocacy, teaching (in schools of social work), and social and political research.

A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Social workers promote social justice and social change with and on behalf of clients. The term "client" is used to refer to individuals, families, groups, organizations, or communities. In the broadening scope of the modern social worker's role, some practitioners have in recent years traveled to war-torn countries to provide psychosocial assistance to families and survivors.

According to the Substance Abuse and Mental Health Services Administration (SAMHSA), professional social workers are the nation's largest group of mental health services providers. There are more clinically trained social workers--over 200,000--than psychiatrists, psychologists, and psychiatric nurses combined. Federal law and the National Institutes of Health recognize social work as one of five core mental health professions.

## Project Planning and Management

A **project plan**, according to the [Project Management Body of Knowledge](#), is: "...a formal, approved document used to guide both *project execution* and *project control*. The primary uses of the project plan are to document planning assumptions and decisions, facilitate communication among *stakeholders*, and document approved scope, cost, and schedule *baselines*. A project plan may be summarized or detailed."

[PRINCE2](#) defines:

"...a statement of how and when a project's objectives are to be achieved, by showing the major products, milestones, activities and [resources](#) required on the project."

The [project manager](#) creates the **project management plan** following input from the project team and key [stakeholders](#). The plan should be agreed and approved by at least the project team and its key stakeholders.

### Purpose

The objective of a project plan is to define the approach to be used by the [Project team](#) to deliver the intended project management [scope](#) of the project.

At a minimum, a project plan answers basic questions about the project:

- **Why?** - What is the problem or value proposition addressed by the project? Why is it being sponsored?
- **What?** - What is the work that will be performed on the project? What are the major products/[deliverables](#)?
- **Who?** - Who will be involved and what will be their [responsibilities](#) within the project? How will they be organized?
- **When?** - What is the project timeline and when will particularly meaningful points, referred to as [milestones](#), be complete?

### Plan contents

To be a complete project plan according to industry standards such as the PMBOK or PRINCE2, the project plan must also describe the execution, management and control of the project. This information can be provided by referencing other documents that will be produced, such as a [Procurement Plan](#) or Construction Plan, or it may be detailed in the project plan itself.

The project plan typically covers topics used in the project execution system and includes the following main aspects:

- [Scope Management](#)
- [Requirements Management](#)
- [Schedule Management](#)
- [Financial Management](#)
- [Quality Management](#)
- [Resource Management](#)
- [Stakeholders Management](#)
- [Communications Management](#)
- [Project Change Management](#)
- [Risk Management](#)
- [Procurement Management](#)

It is good practice and mostly required by large consulting and professional project management firms, to have a formally agreed and version controlled **project management plan** approved in the early stages of the [project](#), and applied throughout the project.

## **Rural Sociology & Urban planning**

**Rural sociology** is a field of [sociology](#) associated with the study of social life in rural areas. It is an active field in much of the world, and in the United States originated in the 1910s with close ties to the national [Department of Agriculture](#) and [land-grant university](#) colleges of agriculture.<sup>[1]</sup>

The sociology of food and agriculture is one focus of rural sociology and much of the field is dedicated to the economics of [farm production](#). Other areas of study include rural migration and other [demographic patterns](#), [environmental sociology](#), [amenity-led development](#), public lands policies, so-called "boomtown" development, [social disruption](#), the sociology of [natural resources](#) (including forests, mining, fishing and other areas), rural cultures and identities, [rural health](#) care and educational policies. Many rural sociologists work in the areas of [development studies](#), [community studies](#), [community development](#) and in [environmental studies](#). Much of the research involves the Third World.

**Urban sociology** is the [sociological](#) study of life and human interaction in metropolitan areas. It is a normative discipline of sociology seeking to study the structures, processes, changes and problems of an urban area and by doing so provide inputs for planning and policy making. In other words it is the sociological study of cities and their role in the development of society.<sup>[1]</sup> Like most areas of sociology, urban sociologists use statistical analysis, observation, social theory, interviews, and other methods to study a range of topics, including migration and demographic trends, economics, poverty, race relations and economic trends.



The philosophical foundations of modern urban sociology originate from the work of sociologists such as [Karl Marx](#), [Ferdinand Tönnies](#), [Émile Durkheim](#), [Max Weber](#) and [Georg Simmel](#) who studied and theorized the economic, social and cultural processes of urbanization and its effects on social alienation, class formation, and the production or destruction of collective and individual identities.

These theoretical foundations were further expanded upon and analyzed by a group of sociologists and researchers who worked at the University of Chicago in the early twentieth century. In what became known as the [Chicago School of sociology](#) the work of [Robert Park](#), [Louis Wirth](#) and [Ernest Burgess](#) on the inner city of [Chicago](#) revolutionized the purpose of urban research in sociology but also the development of [human geography](#) through its use of quantitative and ethnographic research methods. The importance of the theories developed by the Chicago School within urban sociology have been critically sustained and critiqued but still remain one of the most significant historical advancements in understanding urbanization and the city within the social sciences.

## **Organizational development & Management**

**Organization development (OD)** is a deliberately planned, organization-wide effort to increase an organization's effectiveness and/or efficiency. OD theorists and practitioners define it in various ways. Its multiplicity of definition reflects the complexity of the discipline and is responsible for its lack of understanding. For example, Vasudevan has referred to OD being about promoting organizational readiness to meet change, and it has been said that OD is a systemic learning and development strategy intended to change the basics of beliefs, attitudes and relevance of values, and structure of the current organization to better absorb disruptive technologies, shrinking or exploding market opportunities and ensuing challenges and chaos. It is worth understanding what OD is not. It is not training, personal development, team development, HRD (human resource development), L&D (learning and development) or a part of HR although it is often mistakenly understood as some or all of these. OD interventions are about change so involve people - but OD also develops processes, systems and structures. The primary purpose of OD is to develop the organization, not to train or develop the staff.

### **Overview**

Organization development is an ongoing, systematic process of implementing effective organizational change. OD is known as both a field of science focused on understanding and managing organizational change and as a field of scientific study and inquiry. It is interdisciplinary in nature and draws on sociology, psychology, and theories of motivation, learning, and personality.

Although behavioral science has provided the basic foundation for the study and practice of OD, new and emerging fields of study have made their presence felt. Experts in systems thinking and organizational learning, structure of intuition in decision making, and coaching (to name a few) whose perspective is not steeped in just the behavioral sciences, but a much more multi-disciplinary and inter-disciplinary approach, have emerged as OD catalysts or tools.

Organization development is a growing field that is responsive to many new approaches.

### **Organization development. Core Values**

Underlying Organization Development are [humanistic](#) values. Margulies and Raia (1972) articulated the humanistic values of OD as follows:

1. Providing opportunities for people to function as human beings rather than as resources in the productive process.
2. Providing opportunities for each organization member, as well as for the organization itself, to develop to his full potential.
3. Seeking to increase the effectiveness of the organization in terms of all of its goals.
4. Attempting to create an environment in which it is possible to find exciting and challenging work.
5. Providing opportunities for people in organizations to influence the way in which they relate to work, the organization, and the environment.
6. Treating each human being as a person with a complex set of needs, all of which are important in his work and in his life.

### **Objective of OD**

The objective of OD is:

1. To increase the level of inter-personal trust among employees.
2. To increase employees' level of satisfaction and commitment.
3. To confront problems instead of neglecting them.
4. To effectively manage conflict.
5. To increase cooperation among the employees.
6. To increase the organization's problem solving.
7. To put in place processes that will help improve the ongoing operation of the organization on a continuous basis.

As objectives of organizational development are framed keeping in view specific situations, they vary from one situation to another. In other words, these programs are tailored to meet the requirements of a particular situation. But broadly speaking, all organizational development programs try to achieve the following objectives:



1. Making individuals in the organization aware of the vision of the organization. Organizational development helps in making employees align with the vision of the organization.
2. Encouraging employees to solve problems instead of avoiding them.
3. Strengthening inter-personnel trust, cooperation, and communication for the successful achievement of organizational goals.
4. Encouraging every individual to participate in the process of planning, thus making them feel responsible for the implementation of the plan.
5. Creating a work atmosphere in which employees are encouraged to work and participate enthusiastically.
6. Replacing formal lines of authority with personal knowledge and skill.
7. Creating an environment of trust so that employees willingly accept change.

According to organizational development thinking, organization development provides managers with a vehicle for introducing change systematically by applying a broad selection of management techniques. This, in turn, leads to greater personal, group, and organizational effectiveness.

### **Change agent**

A change agent in the sense used here is not a technical expert skilled in such functional areas as accounting, production, or finance. The change agent is a behavioral scientist who knows how to get people in an organization involved in solving their own problems. A change agent's main strength is a comprehensive knowledge of human behavior, supported by a number of intervention techniques (to be discussed later). The change agent can be either external or internal to the organization. An internal change agent is usually a staff person who has expertise in the behavioral sciences and in the intervention technology of OD. Beckhard reports several cases in which line people have been trained in OD and have returned to their organizations to engage in successful change assignments. In the natural evolution of change mechanisms in organizations, this would seem to approach the ideal arrangement. Qualified change agents can be found on some university faculties, or they may be private consultants associated with such organizations as the National Training Laboratories Institute for Applied Behavioral Science ([Washington, D.C.](#)) University Associates ([San Diego, California](#)), the Human Systems Intervention graduate program in the Department of Applied Human Sciences (Concordia University, Montreal, Canada), Navitus (Pvt) Ltd (Pakistan), MaxFoster Global and similar organizations.

The change agent may be a staff or line member of the organization who is schooled in OD theory and technique. In such a case, the "contractual relationship" is an in-house agreement that should probably be explicit with respect to all of the conditions involved except the fee.

## Sponsoring organization

The initiative for OD programs often comes from an organization that has a problem or anticipates facing a problem. This means that top management or someone authorized by top [management](#) is aware that a problem exists and has decided to seek help in solving it. There is a direct analogy here to the practice of psychotherapy: The client or [patient](#) must actively seek help in finding a solution to his problems. This indicates a willingness on the part of the client organization to accept help and assures the organization that management is actively concerned.

## Applied behavioral science

One of the outstanding characteristics of OD that distinguishes it from most other improvement programs is that it is based on a "helping relationship." Some believe that the change agent is not a physician to the organization's ills; that s/he does not examine the "patient," make a [diagnosis](#), and write a prescription. Nor does she try to teach organizational members a new inventory of knowledge which they then transfer to the job situation. Using theory and methods drawn from such [behavioral sciences](#) as [industrial/organizational psychology](#), [industrial sociology](#), [communication](#), [cultural anthropology](#), [administrative](#) theory, [organizational behavior](#), [economics](#), and [political science](#), the change agent's main function is to help the organization define and solve its own problems. The basic method used is known as action research. This approach, which is described in detail later, consists of a preliminary diagnosis, collecting data, feedback of the data to the client, data exploration by the client group, action planning based on the data, and taking action.

## Systems context

OD deals with a total system — the organization as a whole, including its relevant environment — or with a subsystem or systems — departments or work groups — in the context of the total system. Parts of systems, for example, individuals, cliques, structures, norms, values, and products are not considered in isolation; the principle of interdependency, that is, that change in one part of a system affects the other parts, is fully recognized. Thus, OD interventions focus on the total culture and cultural processes of organizations. The focus is also on groups, since the relevant behavior of individuals in organizations and groups is generally a product of group influences rather than personality.

## Improved organizational performance

The objective of OD is to improve the organization's capacity to handle its internal and external functioning and relationships. This would include such things as improved interpersonal and group processes, more effective

communication, enhanced ability to cope with organizational problems of all kinds, more effective decision processes, more appropriate leadership style, improved skill in dealing with destructive conflict, and higher levels of trust and cooperation among organizational members. These objectives stem from a value system based on an optimistic view of the nature of man — that man in a supportive environment is capable of achieving higher levels of development and accomplishment. Essential to organization development and effectiveness is the scientific method — inquiry, a rigorous search for causes, experimental testing of hypotheses, and review of results.

**Self-managing** work groups allows the members of a work team to manage, control, and monitor all facets of their work, from recruiting, hiring, and new employees to deciding when to take rest breaks. An early analysis of the first-self-managing work groups yielded the following behavioral characteristics (Hackman, 1986):

- Employees assume personal responsibility and accountability for outcomes of their work.
- Employees monitor their own performance and seek feedback on how well they are accomplishing their goals.
- Employees manage their performance and take corrective action when necessary to improve their and the performance of other group members.
- Employees seek guidance, assistance, and resources from the organization when they do not have what they need to do the job.
- Employees help members of their work group and employees in other groups to improve job performance and raise productivity for the organization as a whole.

### **Organizational self-renewal**

The ultimate aim of OD practitioners is to "work themselves out of a job" by leaving the client organization with a set of tools, behaviors, attitudes, and an action plan with which to monitor its own state of health and to take corrective steps toward its own renewal and development. This is consistent with the systems concept of feedback as a regulatory and corrective mechanism.<sup>[7]</sup>

### **Understanding organizations**

Weisbord presents a six-box model for understanding organization:

1. Purposes: The organization members are clear about the organization's mission and purpose and goal agreements, whether people support the organization' purpose.
2. Structure: How is the organization's work divided up? The question is whether there is an adequate fit between the purpose and the internal structure.
3. Relationship: Between individuals, between units or departments that perform different tasks, and between the people and requirements of their jobs.
4. Rewards: The consultant should diagnose the similarities between what the organization formally rewarded or punished members for.
5. Leadership: Is to watch for blips among the other boxes and maintain balance among them.
6. Helpful mechanism: Is a helpful organization that must attend to in order to survive which as planning, control, budgeting, and other information systems that help organization member accomplish.

### **Modern development**

In recent years, serious questioning has emerged about the relevance of OD to managing change in modern organizations. The need for "reinventing" the field has become a topic that even some of its "founding fathers" are discussing critically.[\[10\]](#)

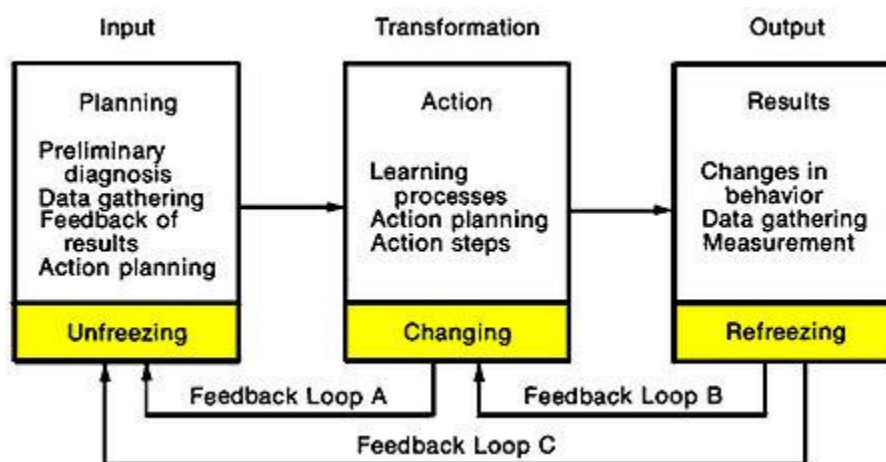
With this call for reinvention and change, scholars have begun to examine organization development from an emotion-based standpoint. For example, deKlerk (2007) [\[11\]](#) writes about how emotional trauma can negatively affect performance. Due to downsizing, outsourcing, mergers, restructuring, continual changes, invasions of privacy, harassment, and abuses of power, many employees experience the emotions of aggression, anxiety, apprehension, cynicism, and fear, which can lead to performance decreases. deKlerk (2007) suggests that in order to heal the trauma and increase performance, O.D. practitioners must acknowledge the existence of the trauma, provide a safe place for employees to discuss their feelings, symbolize the trauma and put it into perspective, and then allow for and deal with the emotional responses. One method of achieving this is by having employees draw pictures of what they feel about the situation, and then having them explain their drawings with each other. Drawing pictures is beneficial because it allows employees to express emotions they normally would not be able to put into words. Also, drawings often prompt active participation in the activity, as everyone is required to draw a picture and then discuss its meaning.

The use of new technologies combined with globalization has also shifted the field of organization development. Roland Sullivan (2005) defined Organization Development with participants at the 1st Organization Development Conference for Asia in Dubai-2005 as "Organization Development is a

transformative leap to a desired vision where strategies and systems align, in the light of local culture with an innovative and authentic leadership style using the support of high tech tools.

## Action research

Wendell L French and Cecil Bell defined organization development (OD) at one point as "organization improvement through action research". If one idea can be said to summarize OD's underlying philosophy, it would be action research as it was conceptualized by [Kurt Lewin](#) and later elaborated and expanded on by other behavioral scientists. Concerned with social change and, more particularly, with effective, permanent social change, Lewin believed that the motivation to change was strongly related to action: If people are active in decisions affecting them, they are more likely to adopt new ways. "Rational social management", he said, "proceeds in a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of action".



 *Figure 1: Systems Model of Action-Research Process*

Lewin's description of the process of change involves three steps:

"Unfreezing": Faced with a dilemma or disconfirmation, the individual or group becomes aware of a need to change.

"Changing": The situation is diagnosed and new models of behavior are explored and tested.

"Refreezing": Application of new behavior is evaluated, and if reinforcing, adopted.

*Figure 1* summarizes the steps and processes involved in planned change through action research. Action research is depicted as a cyclical process of change. The cycle begins with a series of planning actions initiated by the client and the change agent working together. The principal elements of this stage include a preliminary diagnosis, data gathering, feedback of results, and joint action planning. In the language of systems theory, this is the input phase, in which the client system becomes aware of problems as yet unidentified, realizes it may need outside help to effect changes, and shares with the consultant the process of problem diagnosis.

The second stage of action research is the action, or transformation, phase. This stage includes actions relating to learning processes (perhaps in the form of role analysis) and to planning and executing behavioral changes in the client organization. As shown in *Figure 1*, feedback at this stage would move via Feedback Loop A and would have the effect of altering previous planning to bring the learning activities of the client system into better alignment with change objectives. Included in this stage is action-planning activity carried out jointly by the consultant and members of the client system. Following the workshop or learning sessions, these action steps are carried out on the job as part of the transformation stage.

The third stage of action research is the output, or results, phase. This stage includes actual changes in behavior (if any) resulting from corrective action steps taken following the second stage. Data are again gathered from the client system so that progress can be determined and necessary adjustments in learning activities can be made. Minor adjustments of this nature can be made in learning activities via Feedback Loop B (see *Figure 1*). Major adjustments and reevaluations would return the OD project to the first, or planning, stage for basic changes in the program. The action-research model shown in *Figure 1* closely follows Lewin's repetitive cycle of planning, action, and measuring results. It also illustrates other aspects of Lewin's general model of change. As indicated in the diagram, the planning stage is a period of unfreezing, or problem awareness. The action stage is a period of changing, that is, trying out new forms of behavior in an effort to understand and cope with the system's problems. (There is inevitable overlap between the stages, since the boundaries are not clear-cut and cannot be in a continuous process). The results stage is a period of refreezing, in which new behaviors are tried out on the job and, if successful and reinforcing, become a part of the system's repertoire of problem-solving behavior.

Action research is problem centered, client centered, and action oriented. It involves the client system in a diagnostic, active-learning, problem-finding, and problem-solving process. Data are not simply returned in the form of a written report but instead are fed back in open joint sessions, and the client and the change agent collaborate in identifying and ranking specific problems, in devising methods for finding their real causes, and in developing plans for

coping with them realistically and practically. Scientific method in the form of data gathering, forming hypotheses, testing hypotheses, and measuring results, although not pursued as rigorously as in the laboratory, is nevertheless an integral part of the process. Action research also sets in motion a long-range, cyclical, self-correcting mechanism for maintaining and enhancing the effectiveness of the client's system by leaving the system with practical and useful tools for self-analysis and self-renewal.<sup>[4]</sup>

## **OD interventions**

"Interventions" are principal learning processes in the "action" stage (see *Figure 1*) of [organization](#) development. Interventions are structured activities used individually or in combination by the members of a client [system](#) to improve their social or task [performance](#). They may be introduced by a change agent as part of an improvement program, or they may be used by the client following a program to check on the state of the organization's health, or to effect necessary changes in its own behavior. "Structured activities" mean such diverse procedures as experiential exercises, questionnaires, attitude surveys, interviews, relevant group discussions, and even lunchtime meetings between the change agent and a member of the client [organization](#). Every action that influences an organization's improvement program in a change agent-client system relationship can be said to be an intervention.

There are many possible intervention strategies from which to choose. Several assumptions about the nature and functioning of [organizations](#) are made in the choice of a particular strategy. [Beckhard](#) lists six such assumptions:

1. The basic building blocks of an [organization](#) are groups ([teams](#)). Therefore, the basic units of change are groups, not individuals.
2. An always relevant change goal is the reduction of inappropriate [competition](#) between parts of the organization and the development of a more collaborative condition.
3. Decision making in a healthy organization is located where the information sources are, rather than in a particular role or level of [hierarchy](#).
4. Organizations, subunits of organizations, and individuals continuously manage their affairs against goals. Controls are interim measurements, not the basis of managerial strategy.
5. One goal of a healthy organization is to develop generally open [communication](#), mutual trust, and [confidence](#) between and across levels.
6. People support what they help create. People affected by a change must be allowed active participation and a sense of ownership in the planning and conduct of the change.<sup>[6]</sup>

Interventions range from those designed to improve the [effectiveness](#) of individuals through those designed to deal with teams and groups, intergroup



relations, and the total organization. There are interventions that focus on task issues (what people do), and those that focus on process issues (how people go about doing it). Finally, interventions may be roughly classified according to which change mechanism they tend to emphasize: for example, feedback, awareness of changing cultural norms, interaction and [communication](#), [conflict](#), and [education](#) through either new knowledge or skill practice.

One of the most difficult tasks confronting the change agent is to help create in the [client](#) system a safe climate for learning and change. In a favorable climate, human learning builds on itself and continues indefinitely during man's lifetime. Out of new [behavior](#), new dilemmas and problems emerge as the spiral continues upward to new levels. In an unfavorable climate, in contrast, learning is far less certain, and in an atmosphere of psychological threat, it often stops altogether. Unfreezing old ways can be inhibited in [organizations](#) because the climate makes employees feel that it is inappropriate to reveal true [feelings](#), even though such revelations could be constructive. In an inhibited atmosphere, therefore, necessary feedback is not available. Also, trying out new ways may be viewed as risky because it violates established norms. Such an organization may also be constrained because of the law of systems: If one part changes, other parts will become involved. Hence, it is easier to maintain the status quo. Hierarchical authority, [specialization](#), span of control, and other characteristics of formal systems also discourage experimentation.

The change agent must address himself to all of these hazards and obstacles. Some of the things which will help him are:

1. A real need in the [client](#) system to change
2. Genuine support from management
3. Setting a personal example: listening, supporting behavior
4. A sound background in the behavioral sciences
5. A working knowledge of systems theory
6. A belief in man as a rational, self-educating being fully capable of learning better ways to do things.

A few examples of interventions include team building, coaching, Large Group Interventions, mentoring, performance appraisal, downsizing, TQM, and leadership development.

### **Negotiation, Mediation and public relations skills**

**Negotiation** is a [dialogue](#) between two or more people or parties, intended to reach an understanding, resolve point of difference, or gain advantage in outcome of dialogue, to produce an agreement upon courses of action, to bargain for individual or [collective advantage](#), to craft outcomes to satisfy various interests of two people/parties involved in negotiation process.



Negotiation is a process where each party involved in negotiating tries to gain an advantage for themselves by the end of the process. Negotiation is intended to aim at [compromise](#).

Negotiation occurs in business, non-profit organizations, government branches, legal proceedings, among nations and in personal situations such as marriage, divorce, parenting, and everyday life. The study of the subject is called [negotiation theory](#). Professional negotiators are often specialized, such as *union negotiators*, *leverage buyout negotiators*, *peace negotiators*, *hostage negotiators*, or may work under other titles, such as [diplomats](#), [legislators](#) or [brokers](#).

### **Negotiation strategies**

Negotiation can take a wide variety of forms, from a trained negotiator acting on behalf of a particular organization or position in a formal setting, to an informal negotiation between friends. Negotiation can be contrasted with [mediation](#), where a neutral third party listens to each side's arguments and attempts to help craft an agreement between the parties. It can also be compared with [arbitration](#), which resembles a legal proceeding. In arbitration, both sides make an argument as to the merits of their case and the arbitrator decides the outcome. This negotiation is also sometimes called positional or hard-bargaining negotiation.

Negotiation theorists generally distinguish between two types of negotiation. Different theorists use different labels for the two general types and distinguish them in different ways.

### **Distributive negotiation**

Distributive negotiation is also sometimes called positional or hard-bargaining negotiation. It tends to approach negotiation on the model of haggling in a market. In a distributive negotiation, each side often adopts an extreme position, knowing that it will not be accepted, and then employs a combination of guile, bluffing, and brinkmanship in order to cede as little as possible before reaching a deal. Distributive bargainers conceive of negotiation as a process of distributing a fixed amount of value.<sup>[1]</sup>

The term distributive implies that there is a finite amount of the thing being distributed or divided among the people involved. Sometimes this type of negotiation is referred to as the distribution of a "fixed pie." There is only so much to go around, but the proportion to be distributed is variable. Distributive negotiation is also sometimes called *win-lose* because of the assumption that one person's gain results in another person's loss. A distributive negotiation often involves people who have never had a previous interactive relationship, nor are they likely to do so again in the near future. Simple everyday examples would be buying a car or a house.

## Integrative negotiation

Integrative negotiation is also sometimes called interest-based or principled negotiation. It is a set of techniques that attempts to improve the quality and likelihood of negotiated agreement by providing an alternative to traditional distributive negotiation techniques. While distributive negotiation assumes there is a fixed amount of value (a "fixed pie") to be divided between the parties, integrative negotiation often attempts to create value in the course of the negotiation ("expand the pie"). It focuses on the underlying interests of the parties rather than their arbitrary starting positions, approaches negotiation as a shared problem rather than a personalized battle, and insists upon adherence to objective, principled criteria as the basis for agreement.<sup>[1]</sup>

The word integrative implies some cooperation. Integrative negotiation often involves a higher degree of trust and the forming of a relationship. It can also involve creative problem-solving that aims to achieve mutual gains. It is also sometimes called *win-win* negotiation.

A number of different approaches to integrative negotiation are taught in a variety of different books and programs. See, for example, [Getting to YES](#), [Mutual Gains Approach](#), [Program on Negotiation](#), [Gould Negotiation and Mediation Teaching Program](#).

## Negotiation tactics

There are many different ways to categorize the essential elements of negotiation.

One view of negotiation involves three basic elements: *process*, *behavior* and *substance*. The process refers to how the parties negotiate: the context of the negotiations, the parties to the negotiations, the tactics used by the parties, and the sequence and stages in which all of these play out. Behavior refers to the relationships among these parties, the communication between them and the styles they adopt. The substance refers to what the parties negotiate over: the agenda, the issues (positions and - more helpfully - interests), the options, and the agreement(s) reached at the end.

Another view of negotiation comprises four elements: *strategy*, *process*, *tools*, and *tactics*. Strategy comprises the top level goals - typically including relationship and the final outcome. Processes and tools include the steps that will be followed and the roles taken in both preparing for and negotiating with the other parties. Tactics include more detailed statements and actions and responses to others' statements and actions. Some add to this *persuasion and influence*, asserting that these have become integral to modern day negotiation success, and so should not be omitted.

## Adversary or partner?

The two basically different approaches to negotiating will require different tactics. In the distributive approach each negotiator is battling for the largest possible piece of the pie, so it may be quite appropriate - within certain limits - to regard the other side more as an adversary than a partner and to take a somewhat harder line. This would however be less appropriate if the idea were to hammer out an arrangement that is in the best interest of both sides. A good agreement is not one with maximum gain, but optimum gain. This does not by any means suggest that we should give up our own advantage for nothing. But a cooperative attitude will regularly pay dividends. What is gained is not at the expense of the other, but with him.

## Employing an advocate

A skilled negotiator may serve as an advocate for one party to the negotiation. The advocate attempts to obtain the most favorable outcomes possible for that party. In this process the negotiator attempts to determine the minimum outcome(s) the other party is (or parties are) willing to accept, then adjusts their demands accordingly. A "successful" negotiation in the advocacy approach is when the negotiator is able to obtain all or most of the outcomes their party desires, but without driving the other party to permanently break off negotiations, unless the [best alternative to a negotiated agreement](#) (BATNA) is acceptable.

Skilled negotiators may use a variety of tactics ranging from negotiation hypnosis, [citation needed](#) to a straightforward presentation of demands or setting of preconditions, to more deceptive approaches such as [cherry picking](#). Intimidation and [salami tactics](#) may also play a part in swaying the outcome of negotiations. Another negotiation tactic is bad guy/good guy. Bad guy/good guy is when one negotiator acts as a bad guy by using anger and threats. The other negotiator acts as a good guy by being considerate and understanding. The good guy blames the bad guy for all the difficulties while trying to get concessions and agreement from the opponent.

Another negotiation is leaning back and whispering. This establishes a dominant physical position thus intimidating your counterpart.

## Negotiation styles

R.G. Shell identified five styles/responses to negotiation. Individuals can often have strong dispositions towards numerous styles; the style used during a negotiation depends on the context and the interests of the other party, among other factors. In addition, styles can change over time.

1. **Accommodating:** Individuals who enjoy solving the other party's problems and preserving personal relationships. Accommodators are sensitive to the emotional states, body language, and verbal signals of the other parties. They can, however, feel taken advantage of in situations when the other party places little emphasis on the relationship.
2. **Avoiding:** Individuals who do not like to negotiate and don't do it unless warranted. When negotiating, avoiders tend to defer and dodge the confrontational aspects of negotiating; however, they may be perceived as tactful and diplomatic.
3. **Collaborating:** Individuals who enjoy negotiations that involve solving tough problems in creative ways. Collaborators are good at using negotiations to understand the concerns and interests of the other parties. They can, however, create problems by transforming simple situations into more complex ones.
4. **Competing:** Individuals who enjoy negotiations because they present an opportunity to win something. Competitive negotiators have strong instincts for all aspects of negotiating and are often strategic. Because their style can dominate the bargaining process, competitive negotiators often neglect the importance of relationships.
5. **Compromising:** Individuals who are eager to close the deal by doing what is fair and equal for all parties involved in the negotiation. Compromisers can be useful when there is limited time to complete the deal; however, compromisers often unnecessarily rush the negotiation process and make concessions too quickly.

## Types of negotiators

Three basic kinds of negotiators have been identified by researchers involved in The Harvard Negotiation Project. These types of negotiators are: **Soft bargainers**, **hard bargainers**, and **principled bargainers**.

- **Soft.** These people see negotiation as too close to competition, so they choose a gentle style of bargaining. The offers they make are not in their best interests, they yield to others' demands, avoid confrontation, and they maintain good relations with fellow negotiators. Their perception of others is one of friendship, and their goal is agreement. They do not separate the people from the problem, but are soft on both. They avoid contests of wills and will insist on agreement, offering solutions and easily trusting others and changing their opinions.
- **Hard.** These people use contentious strategies to influence, utilizing phrases such as "this is my final offer" and "take it or leave it." They make threats, are distrustful of others, insist on their position, and apply pressure to negotiate. They see others as adversaries and their ultimate goal is victory. Additionally, they will search for one single answer, and

insist you agree on it. They do not separate the people from the problem (as with soft bargainers), but they are hard on both the people involved and the problem.

- **Principled.** Individuals who bargain this way seek integrative solutions, and do so by sidestepping commitment to specific positions. They focus on the problem rather than the intentions, motives, and needs of the people involved. They separate the people from the problem, explore interests, avoid bottom lines, and reach results based on standards (which are independent of personal will). They base their choices on objective criteria rather than power, pressure, self-interest, or an arbitrary decisional procedure. These criteria may be drawn from moral standards, principles of fairness, professional standards, tradition, and so on.

Researchers from The Harvard Negotiation Project recommend that negotiators explore a number of alternatives to the problems they are facing in order to come to the best overall conclusion/solution, but this is often not the case (as when you may be dealing with an individual utilizing soft or hard bargaining tactics) (Forsyth, 2010).

### **Bad faith negotiation**

When a party pretends to negotiate, but secretly has no intention of compromising, the party is considered to be negotiating in [bad faith](#). [Bad faith](#) is a concept in negotiation theory whereby parties pretend to reason to reach settlement, but have no intention to do so, for example, one political party may pretend to negotiate, with no intention to compromise, for political effect.

### **Inherent bad faith model in international relations and political psychology**

Bad faith in [political science](#) and [political psychology](#) refers to negotiating strategies in which there is no real intention to reach compromise, or a model of [information processing](#). The "[inherent bad faith model](#)" of information processing is a theory in political psychology that was first put forth by [Ole Holsti](#) to explain the relationship between [John Foster Dulles](#)' beliefs and his model of information processing. It is the most widely studied model of one's opponent. A state is presumed to be implacably hostile, and contra-indicators of this are ignored. They are dismissed as propaganda ploys or signs of weakness. Examples are [John Foster Dulles](#)' position regarding the Soviet Union, or  [Hamas](#)'s position on the state of [Israel](#).

### **Emotion in negotiation**

[Emotions](#) play an important part in the negotiation process, although it is only in recent years that their effect is being studied. Emotions have the potential to play either a positive or negative role in negotiation. During negotiations, the decision as to whether or not to settle rests in part on emotional factors. Negative emotions can cause intense and even irrational behavior, and can cause conflicts to escalate and negotiations to break down, but may be instrumental in attaining concessions. On the other hand, positive emotions often facilitate reaching an agreement and help to maximize joint gains, but can also be instrumental in attaining concessions. Positive and negative discrete emotions can be strategically displayed to influence task and relational outcomes and may play out differently across cultural boundaries.

### **Affect effect**

[Dispositional affects](#) affect the various stages of the negotiation process: which strategies are planned to be used, which strategies are actually chosen, the way the other party and his or her intentions are perceived their willingness to reach an agreement and the final negotiated outcomes. Positive affectivity (PA) and negative affectivity (NA) of one or more of the negotiating sides can lead to very different outcomes.

### **Positive affect in negotiation**

Even before the negotiation process starts, people in a positive mood have more confidence, and higher tendencies to plan to use a cooperative strategy. During the negotiation, negotiators who are in a positive mood tend to enjoy the interaction more, show less contentious behavior, use less aggressive tactics and more cooperative strategies. This in turn increases the likelihood that parties will reach their instrumental goals, and enhance the ability to find integrative gains. Indeed, compared with negotiators with negative or natural affectivity, negotiators with positive affectivity reached more agreements and tended to honor those agreements more. Those favorable outcomes are due to better [decision making](#) processes, such as flexible thinking, creative [problem solving](#), respect for others' perspectives, willingness to take risks and higher confidence. Post negotiation positive affect has beneficial consequences as well. It increases satisfaction with achieved outcome and influences one's desire for future interactions. The PA aroused by reaching an agreement facilitates the dyadic relationship, which result in affective commitment that sets the stage for subsequent interactions.

PA also has its drawbacks: it distorts perception of self performance, such that performance is judged to be relatively better than it actually is. Thus, studies involving self reports on achieved outcomes might be biased.



## Negative affect in negotiation

Negative affect has detrimental effects on various stages in the negotiation process. Although various negative emotions affect negotiation outcomes, by far the most researched is [anger](#). Angry negotiators plan to use more competitive strategies and to cooperate less, even before the negotiation starts. These competitive strategies are related to reduced joint outcomes. During negotiations, anger disrupts the process by reducing the level of trust, clouding parties' judgment, narrowing parties' focus of attention and changing their central goal from reaching agreement to retaliating against the other side. Angry negotiators pay less attention to opponent's interests and are less accurate in judging their interests, thus achieve lower joint gains. Moreover, because anger makes negotiators more self-centered in their preferences, it increases the likelihood that they will reject profitable offers. Opponents who really get angry (or cry, or otherwise lose control) are more likely to make errors: make sure they are in your favor. Anger does not help in achieving negotiation goals either: it reduces joint gains and does not help to boost personal gains, as angry negotiators do not succeed in claiming more for themselves.<sup>[20]</sup> Moreover, negative emotions lead to acceptance of settlements that are not in the positive [utility function](#) but rather have a negative [utility](#). However, expression of negative emotions during negotiation can sometimes be beneficial: legitimately expressed anger can be an effective way to show one's commitment, sincerity, and needs. Moreover, although NA reduces gains in integrative tasks, it is a better strategy than PA in distributive tasks (such as [zero-sum](#)). In his work on negative affect arousal and white noise, Seidner found support for the existence of a negative affect arousal mechanism through observations regarding the devaluation of speakers from other ethnic origins." Negotiation may be negatively affected, in turn, by submerged hostility toward an ethnic or gender group.

## Conditions for emotion affect in negotiation

Research indicates that negotiator's emotions do not necessarily affect the negotiation process. Albarracín et al. (2003) suggested that there are two conditions for emotional affect, both related to the ability (presence of environmental or cognitive disturbances) and the motivation:

1. Identification of the affect: requires high motivation, high ability or both.
2. Determination that the affect is relevant and important for the judgment: requires that either the motivation, the ability or both are low.

According to this model, emotions are expected to affect negotiations only when one is high and the other is low. When both ability and motivation are low the affect will not be identified, and when both are high the affect will be identified but discounted as irrelevant for judgment. A possible implication of this model

is, for example, that the positive effects PA has on negotiations (as described above) will be seen only when either motivation or ability are low.

### The effect of the partner's emotions

Most studies on emotion in negotiations focus on the effect of the negotiator's own emotions on the process. However, what the other party feels might be just as important, as [group emotions](#) are known to affect processes both at the group and the personal levels. When it comes to negotiations, trust in the other party is a necessary condition for its emotion to affect, and visibility enhances the effect. Emotions contribute to negotiation processes by signaling what one feels and thinks and can thus prevent the other party from engaging in destructive behaviors and to indicate what steps should be taken next: PA signals to keep in the same way, while NA points that mental or behavioral adjustments are needed.

Partner's emotions can have two basic effects on negotiator's emotions and behavior: mimetic/ reciprocal or complementary. For example, [disappointment](#) or [sadness](#) might lead to [compassion](#) and more cooperation. In a study by Butt et al. (2005) which simulated real multi-phase negotiation, most people reacted to the partner's emotions in reciprocal, rather than complementary, manner. Specific emotions were found to have different effects on the opponent's feelings and strategies chosen:

- **Anger** caused the opponents to place lower demands and to concede more in a [zero-sum](#) negotiation, but also to evaluate the negotiation less favorably. It provoked both dominating and yielding behaviors of the opponent.
- **Pride** led to more integrative and compromise strategies by the partner.
- **Guilt** or **regret** expressed by the negotiator led to better impression of him by the opponent, however it also led the opponent to place higher demands. On the other hand, personal guilt was related to more satisfaction with what one achieved.
- **Worry** or **disappointment** left bad impression on the opponent, but led to relatively lower demands by the opponent.

### Problems with lab negotiation studies

Negotiation is a rather complex [interaction](#). Capturing all its complexity is a very difficult task, let alone isolating and controlling only certain aspects of it. For this reason most negotiation studies are done under [laboratory](#) conditions, and focus only on some aspects. Although lab studies have their advantages, they do have major drawbacks when studying emotions:

- Emotions in lab studies are usually manipulated and are therefore relatively 'cold' (not intense). Although those 'cold' emotions might be



enough to show effects, they are qualitatively different from the 'hot' emotions often experienced during negotiations.

- In real life there is self-selection to which negotiation one gets into, which affects the emotional commitment, motivation and interests. However this is not the case in lab studies.
- Lab studies tend to focus on relatively few well defined emotions. Real life scenarios provoke a much wider scale of emotions.
- Coding the emotions has a double catch: if done by a third side, some emotions might not be detected as the negotiator sublimates them for strategic reasons. Self-report measures might overcome this, but they are usually filled only before or after the process, and if filled during the process might interfere with it.

### **Team negotiations**

Due to globalization and growing business trends, negotiation in the form of teams is becoming widely adopted. Teams can effectively collaborate to break down a complex negotiation. There is more knowledge and wisdom dispersed in a team than in a single mind. Writing, listening, and talking, are specific roles team members must satisfy. The capacity base of a team reduces the amount of blunder, and increases familiarity in a negotiation.

### **Barriers to negotiations**

- Die hard bargainers.
- Lack of trust.
- Informational vacuums and negotiator's dilemma.
- Structural impediments.
- Spoilers.
- Cultural and gender differences.
- Communication problems.
- The power of dialogue.

### **Negotiation tactics**

Tactics are always an important part of the negotiating process. But tactics don't often jump up and down shouting "Here I am, look at me." If they did, the other side would see right through them and they would not be effective. More often than not they are subtle, difficult to identify and used for multiple purposes. Tactics are more frequently used in distributive negotiations and when the focus is on taking as much value off the table as possible. Many negotiation tactics exist. Below are a few commonly used tactics.

**Auction:** The bidding process is designed to create competition. When multiple parties want the same thing, pit them against one another. When people know that they may lose out on something, they will want it even more. Not only do

they want the thing that is being bid on, they also want to win, just to win. Taking advantage of someone's competitive nature can drive up the price.

**Brinksmanship:** One party aggressively pursues a set of terms to the point at which the other negotiating party must either agree or walk away. Brinkmanship is a type of "hard nut" approach to bargaining in which one party pushes the other party to the "brink" or edge of what that party is willing to accommodate. Successful brinksmanship convinces the other party they have no choice but to accept the offer and there is no acceptable alternative to the proposed agreement.

**Bogey:** Negotiators use the bogey tactic to pretend that an issue of little or no importance to him or her is very important. Then, later in the negotiation, the issue can be traded for a major concession of actual importance.

**Chicken:** Negotiators propose extreme measures, often bluffs, to force the other party to chicken out and give them what they want. This tactic can be dangerous when parties are unwilling to back down and go through with the extreme measure.

**Defence in Depth:** Several layers of decision-making authority is used to allow further concessions each time the agreement goes through a different level of authority. In other words, each time the offer goes to a decision maker, that decision maker asks to add another concession in order to close the deal.

**Deadlines:** Give the other party a deadline forcing them to make a decision. This method uses time to apply pressure to the other party. Deadlines given can be actual or artificial.

**Flinch:** Flinching is showing a strong negative physical reaction to a proposal. Common examples of flinching are gasping for air, or a visible expression of surprise or shock. The flinch can be done consciously or unconsciously. The flinch signals to the opposite party that you think the offer or proposal is absurd in hopes the other party will lower their aspirations. Seeing a physical reaction is more believable than hearing someone saying, "I'm shocked."

**Good Guy/Bad Guy:** The good guy/bad guy approach is typically used in team negotiations where one member of the team makes extreme or unreasonable demands, and the other offers a more rational approach. This tactic is named after a police interrogation technique often portrayed in the media. The "good guy" will appear more reasonable and understanding, and therefore, easier to work with. In essence, it is using the law of relativity to attract cooperation. The good guy will appear more agreeable relative to the "bad guy." This tactic is easy to spot because of its frequent use.

**Highball/Lowball:** Depending on whether selling or buying, sellers or buyers use a ridiculously high, or ridiculously low opening offer that will never be achieved. The theory is that the extreme offer will cause the other party to reevaluate his or her own opening offer and move close to the resistance point (as far as you are willing to go to reach an agreement). Another advantage is that the person giving the extreme demand appears more flexible he or she makes concessions toward a more reasonable outcome. A danger of this tactic is that the opposite party may think negotiating is a waste of time.

**The Nibble:** Nibbling is asking for proportionally small concessions that haven't been discussed previously just before closing the deal. This method takes advantage of the other party's desire to close by adding "just one more thing."

**Snow Job:** Negotiators overwhelm the other party with so much information that he or she has difficulty determining which facts are important, and which facts are diversions. Negotiators may also use technical language or jargon to mask a simple answer to a question asked by a non-expert.

### **Nonverbal communication in negotiation**

Communication is a key element of negotiation. Effective negotiation requires that participants effectively convey and interpret information. Participants in a negotiation will communicate information not only verbally but non-verbally through body language and gestures. By understanding how nonverbal communication works, a negotiator is better equipped to interpret the information other participants are leaking non-verbally while keeping secret those things that would inhibit his/her ability to negotiate.

### **Examples of non-verbal communication in negotiation**

**Non-verbal "anchoring"** In a negotiation, a person can gain the advantage by verbally expressing his/or her position first. By "anchoring" your position, you establish the position from which the negotiation will proceed. In a like manner, one can "anchor" and gain advantage with non verbal (body language) cues.

- **Personal Space:** The person at the head of the table is the apparent symbol of power. Negotiators can repel this strategic advantage by positioning allies in the room to surround that individual.
- **First Impression:** Begin the negotiation with positive gestures and enthusiasm. Look the person in the eye with sincerity. If you cannot maintain eye contact, the other person might think you are hiding something or that you are insincere. Give a solid handshake.

**Reading non-verbal communication** Being able to read the non-verbal communication of another person can significantly aid in the communication process. By being aware of inconsistencies between a person's verbal and non-verbal communication and reconciling them, negotiators will be able to come to better resolutions. Examples of incongruity in body language include:

- Nervous Laugh: A laugh not matching the situation. This could be a sign of nervousness or discomfort. When this happens, it may be good to probe with questions to discover the person's true feelings.
- Positive words but negative body language: If someone asks their negotiation partner if they are annoyed and the person pounds their fist and responds sharply, "what makes you think anything is bothering me?"
- Hands raised in a clenched position: The person raising his/her hands in this position reveals frustration even when he/she is smiling. This is a signal that the person doing it may be holding back a negative attitude.
- If possible, it may be helpful for negotiation partners to spend time together in a comfortable setting outside of the negotiation room. Knowing how each partner non-verbally communicates outside of the negotiation setting will help negotiation partners to sense incongruity between verbal and non-verbal communication within the negotiation setting.

**Conveying receptivity** The way negotiation partners position their bodies relative to each other may influence how receptive each is to the other person's message and ideas.

- Face and eyes: Receptive negotiators smile, make plenty of eye contact. This conveys the idea that there is more interest in the person than in what is being said. On the other hand, non-receptive negotiators make little to no eye contact. Their eyes may be squinted, jaw muscles clenched and head turned slightly away from the speaker
- Arms and hands: To show receptivity, negotiators should spread arms and open hands on table or relaxed on their lap. Negotiators show poor receptivity when their hands are clenched, crossed, positioned in front of their mouth, or rubbing the back of their neck.
- Legs and Feet: Receptive negotiators sit with legs together or one leg slightly in front of the other. When standing, they distribute weight evenly and place hands on their hips with their body tilted toward the speaker. Non-receptive negotiators stand with legs crossed, pointing away from the speaker.
- Torso: Receptive negotiators sit on the edge of their chair, unbutton their suit coat with their body tilted toward the speaker. Non-receptive negotiators may lean back in their chair and keep their suit coat buttoned.

Receptive negotiators tend to appear relaxed with their hands open and palms visibly displayed.

## **Demography & Management of welfare services**

**Demography** is the [statistical study](#) of human [populations](#). It can be a very general science that can be applied to any kind of dynamic living population, i.e., one that changes over time or space (see [population dynamics](#)). It encompasses the study of the size, structure, and distribution of these populations, and spatial and/or temporal changes in them in response to [birth](#), [migration](#), [aging](#) and [death](#).

“Demo” means “the people” and “graphy” means “measurement”.

[Demographic analysis](#) can be applied to whole societies or to groups defined by criteria such as [education](#), [nationality](#), [religion](#) and [ethnicity](#). Institutionally, demography is usually considered a field of [sociology](#), though there are a number of independent demography departments.

**Formal demography** limits its object of study to the measurement of populations processes, while the broader field of social demography population studies also analyze the relationships between economic, social, cultural and biological processes influencing a population.

The term [demographics](#) refers to characteristics of a population and this is very helpful in the management of welfare services.

### **Methods**

There are two types of data collection — direct and indirect — with several different methods of each type.

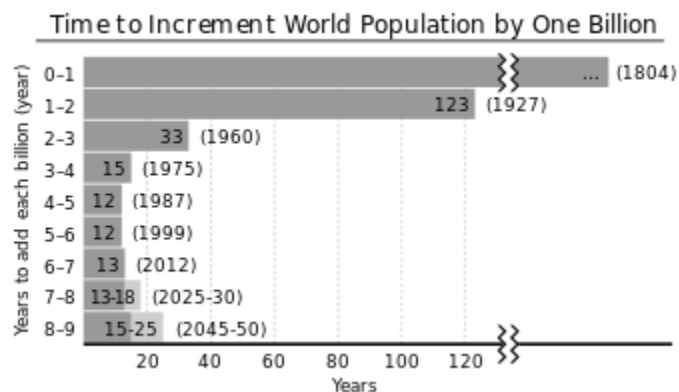
#### Direct methods

Direct data come from vital statistics registries that track all births and deaths as well as certain changes in legal status such as marriage, divorce, and migration (registration of place of residence). In developed countries with good registration systems (such as the United States and much of Europe), registry statistics are the best method for estimating the number of births and deaths.

A [census](#) is the other common direct method of collecting demographic data. A census is usually conducted by a national government and attempts to enumerate every person in a country. However, in contrast to vital statistics data, which are typically collected continuously and summarized on an annual basis, censuses typically occur only every 10 years or so, and thus are not

usually the best source of data on births and deaths. Analyses are conducted after a census to estimate how much over or undercounting took place. These compare the [sex ratios](#) from the census data to those estimated from natural values and mortality data.

Censuses do more than just count people. They typically collect information about families or households in addition to individual characteristics such as age, sex, marital status, literacy/education, employment status, and occupation, geographical location. They may also collect data on migration (or place of birth or of previous residence), language, religion, nationality (or ethnicity or race), and citizenship. In countries in which the vital registration system may be incomplete, the censuses are also used as a direct source of information about fertility and mortality; for example the censuses of the [People's Republic of China](#) gather information on births and deaths that occurred in the 18 months immediately preceding the census.



Rate of human population growth showing projections for later this century. Indirect methods

Indirect methods of collecting data are required in countries and periods where full data are not available, such as the case in much of the developing world, and most of [historical demography](#). One of these techniques in contemporary demography is the sister method, where survey researchers ask women how many of their sisters have died or had children and at what age. With these surveys, researchers can then indirectly estimate birth or death rates for the entire population. Other indirect methods in contemporary demography include asking people about siblings, parents, and children. Other indirect methods are necessary in historical demography.

There are a variety of demographic methods for modeling population processes. They include [models of mortality](#) (including the [life table](#), [Gompertz models](#), [hazards models](#), [Cox proportional hazards models](#), [multiple decrement life tables](#), [Brass relational logits](#)), [fertility](#) ([Hernes model](#), [Coale-Trussell models](#), [parity progression ratios](#)), marriage ([Singulate Mean at Marriage](#), [Page model](#)),

disability ([Sullivan's method](#), [multistate life tables](#)), [population projections](#) ([Lee Carter](#), the [Leslie Matrix](#)), and [population momentum](#) ([Keyfitz](#)).

### Common Rates and Ratios

- The **crude birth rate**, the annual number of live births per 1,000 people.
- The **general fertility rate**, the annual number of live births per 1,000 women of childbearing age (often taken to be from 15 to 49 years old, but sometimes from 15 to 44).
- **age-specific fertility** rates, the annual number of live births per 1,000 women in particular age groups (usually age 15-19, 20-24 etc.)
- The **crude death rate**, the annual number of deaths per 1,000 people.
- The **infant mortality rate**, the annual number of deaths of children less than 1 year old per 1,000 live births.
- The **expectation of life** (or [life expectancy](#)), the number of years which an individual at a given age could expect to live at present mortality levels.
- The **total fertility rate**, the number of live births per woman completing her reproductive life, if her childbearing at each age reflected current age-specific fertility rates.
- The **replacement level fertility**, the average number of children a woman must have in order to replace herself with a daughter in the next generation. For example the replacement level fertility in the US is 2.11. This means that 100 women will bear 211 children, 103 of which will be females. About 3% of the alive female infants are expected to decrease before they bear children, thus producing 100 women in the next generation.<sup>[4]</sup>
- The **gross reproduction rate**, the number of daughters who would be born to a woman completing her reproductive life at current age-specific fertility rates.
- The **net reproduction ratio** is the expected number of daughters, per newborn prospective mother, who may or may not survive to and through the ages of childbearing.
- A **stable population**, one that has had constant crude birth and death rates for such a long period of time that the percentage of people in every age class remains constant, or equivalently, the population pyramid has an unchanging structure.
- A **stationary population**, one that is both stable and unchanging in size (the difference between crude birth rate and crude death rate is zero)

A stable population does not necessarily remain fixed in size. It can be expanding or shrinking.

Note that the crude death rate as defined above and applied to a whole population can give a misleading impression. For example, the number of deaths per 1,000 people can be higher for developed nations than in less-

developed countries, despite standards of health being better in developed countries. This is because developed countries have proportionally more older people, who are more likely to die in a given year, so that the overall mortality rate can be higher even if the mortality rate at any given age is lower. A more complete picture of mortality is given by a [life table](#) which summarises mortality separately at each age. A life table is necessary to give a good estimate of life expectancy.

The fertility rates can also give a misleading impression that a population is growing faster than it in fact is, because measurement of fertility rates only involves the reproductive rate of women, and does not adjust for the sex ratio. For example, if a population has a total fertility rate of 4.0 but the sex ratio is 66/34 (twice as many men as women), this population is actually growing at a slower natural increase rate than would a population having a fertility rate of 3.0 and a sex ratio of 50/50. This distortion is greatest in [India](#) and [Myanmar](#), and is present in [China](#) as well.

### **Basic equation**

Suppose that a country (or other entity) contains  $Population_t$  persons at time  $t$ . What is the size of the population at time  $t + 1$  ?

$$Population_{t+1} = Population_t + Naturalincrease_t + Netmigration_t$$

Natural increase from time  $t$  to  $t + 1$ :

$$Naturalincrease_t = Births_t - Deaths_t$$

Net migration from time  $t$  to  $t + 1$ :

$$Netmigration_t = Immigration_t - Emigration_t$$

This basic equation can also be applied to subpopulations. For example, the population size of ethnic groups or nationalities within a given society or country is subject to the same sources of change. However, when dealing with ethnic groups, "net migration" might have to be subdivided into physical migration and ethnic reidentification ([assimilation](#)). Individuals who change their ethnic self-labels or whose ethnic classification in government statistics changes over time may be thought of as migrating or moving from one population subcategory to another.

More generally, while the basic demographic equation holds true by definition, in practice the recording and counting of events (births, deaths, immigration, emigration) and the enumeration of the total population size are subject to error. So allowance needs to be made for error in the underlying statistics when any accounting of population size or change is made.



At the end of the 18th century, [Thomas Malthus](#) concluded that, if unchecked, populations would be subject to [exponential growth](#). He feared that population growth would tend to outstrip growth in food production, leading to ever-increasing famine and poverty. He is seen as the intellectual father of ideas of [overpopulation](#) and the limits to growth. Later, more sophisticated and realistic models were presented by [Benjamin Gompertz](#) and [Verhulst](#).

The figure in this section shows the latest (2004) UN projections of world population out to the year 2150 (red = high, orange = medium, green = low). The UN "medium" projection shows world population reaching an approximate equilibrium at 9 billion by 2075. Working independently, demographers at the [International Institute for Applied Systems Analysis](#) in Austria expect world population to peak at 9 billion by 2070. Throughout the 21st century, the average age of the population is likely to continue to rise.

### **Science of population**

Populations can change through three processes: fertility, mortality, and migration. Fertility involves the number of children that women have and is to be contrasted with fecundity (a woman's childbearing potential). Mortality is the study of the causes, consequences, and measurement of processes affecting death to members of the population. Demographers most commonly study mortality using the [Life Table](#), a statistical device which provides information about the mortality conditions (most notably the life expectancy) in the population.

Migration refers to the movement of persons from a locality of origin to a destination place across some pre-defined, political boundary. Migration researchers do not designate movements 'migrations' unless they are somewhat permanent. Thus demographers do not consider tourists and travelers to be migrating. While demographers who study migration typically do so through census data on place of residence, indirect sources of data including tax forms and labor force surveys are also important.

Demography is today widely taught in many universities across the world, attracting students with initial training in social sciences, statistics or health studies. Being at the crossroads of several disciplines such as [sociology](#), [economics](#), [epidemiology](#), [geography](#), [anthropology](#) and [history](#), demography offers tools to approach a large range of population issues by combining a more technical quantitative approach that represents the core of the discipline with many other methods borrowed from social or other sciences. Demographic research is conducted in universities, in research institutes as well as in statistical departments and in several international agencies. Population institutions are part of the [Cicred](#) (International Committee for Coordination of Demographic Research) network while most individual scientists engaged in demographic research are members of the International Union for the Scientific

Study of Population, or a national association such as the [Population Association of America](#) in the United States, or affiliates of the Federation of Canadian Demographers in Canada.

## **Community Psychology & Development economics**

**Community psychology** studies the individuals' [contexts](#) within communities and the wider society, and the relationships of the individual to communities and society. Community psychologists seek to understand the quality of life of individuals, communities, and society. Their aim is to enhance quality of life through collaborative research and action.

Community psychology employ various perspectives within and outside of [psychology](#) to address issues of communities, the relationships within them, and related people's attitudes and behaviour.

Rappaport (1977) discusses the perspective of community psychology as an ecological perspective on the person–environment fit (this is often related to work environments) being the focus of study and action instead of attempting to change the personality of individual or the environment when an individual is seen as having a problem.

Closely related disciplines include [ecological psychology](#), [environmental psychology](#), [cross-cultural psychology](#), [social psychology](#), [political science](#), [public health](#), [sociology](#), [social work](#), and [community development](#).

Community psychology grew out of the [community mental health](#) movement, but evolved dramatically as early practitioners incorporated their understandings of political structures and other community contexts into perspectives on client services.

## **Society for Community Research and Action**

Division 27 of the [American Psychological Association](#) is the community psychology division of the APA, called the [Society for Community Research and Action \(SCRA\)](#). The Society's mission is as follows:

The Society for Community Research and Action (SCRA) is an international organization devoted to advancing theory, research, and social action. Its members are committed to promoting health and empowerment and to preventing problems in communities, groups, and individuals. SCRA serves many different disciplines that focus on community research and action.

The SCRA website has resources for teaching and learning community psychology, information on events in the field and related to research and

action, how to become involved and additional information on the field, members and undergraduate and graduate programs in community psychology.

## **Theories, concepts and values in community psychology**

### **Ecological levels of analysis**

James Kelly (1966; Trickett, 1984) developed an ecological analogy used to understand the ways in which settings and individuals are interrelated. Unlike the ecological framework developed by [Bronfenbrenner](#) (1979), the focus of Kelly's framework was not so much on how different levels of the environment may impact on the individual, but on understanding how human communities function. Specifically, Kelly suggests that there are 4 important principles that govern people in settings:

- **adaptation:** i.e. that what individuals do is adaptive given the demands of the surrounding context
- **succession:** every setting has a history that created current structures, norms, attitudes, and policies, and any intervention in the setting must appreciate this history and understand why the current system exists in the form that it does
- **cycling of resources:** each setting has resources that need to be identified and possibilities for new resources to be developed; a resource perspective emphasizes a focus on strengths of individuals, groups, and institutions within the setting and interventions are more likely to succeed if they build on such existing strengths, rather than introduce new external mechanisms for change
- **interdependence:** settings are systems, and any change to one aspect of the setting will have consequences for other aspects of the setting, so any intervention needs to anticipate its impact across the entire setting, and be prepared for unintended consequences.

### **First-order and second-order change**

Because community psychologists often work on social issues, they are often working toward positive [social change](#). [Watzlawick](#), et al. (1974) differentiated between first-order and second-order change and how second-order change is often the focus of community psychology.<sup>[8]</sup>

- **first-order change:** changing the individuals in a setting to attempt to fix a problem
- **second-order change:** Attending to systems and structures involved with the problem to adjust the person–environment fit

As an example of how these methods differ, consider homelessness. A first-order change to "fix" homelessness would be to offer shelter to one or many homeless people. A second-order change would be to address issues in policy regarding affordable housing.

### **Prevention and health promotion**

Community psychology emphasizes principles and strategies of preventing social, emotional and behavioral problems and wellness and [health promotion](#) at the individual and community levels, borrowed from [Public health](#) and [Preventive medicine](#), rather than a passive, "waiting-mode," treatment-based [medical model](#). Universal, selective, primary, and indicated or [secondary prevention](#) (early identification and intervention) are particularly emphasized. Community psychology's contributions to [Prevention Science](#) have been substantial, including development and evaluation of the [Head Start Program](#).

### **Empowerment**

One of the goals of community psychology involves [empowerment](#) of individuals and communities that have been marginalized by society.

One definition for the term is "an intentional, ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of resources gain greater access to and control over those resources" (Cornell Empowerment Group).

Rappaport's (1984) definition includes: "Empowerment is viewed as a process: the mechanism by which people, organizations, and communities gain mastery over their lives."

While empowerment has had an important place in community psychology research and literature, some have criticized its use. Riger (1993), for example, points to the paradoxical nature of empowerment being a masculine, individualistic construct being used in community research.

### **Social justice**

A core value of community psychology is seeking [social justice](#) through research and action. Community psychologists are often [advocates](#) for equality and policies that allow for the wellbeing of all people, particularly marginalized populations.

## Diversity

Another value of community psychology involves embracing [diversity](#). Rappaport includes diversity as a defining aspect of the field, calling research to be done for the benefit of diverse populations in gaining equality and justice. This value is seen through much of the research done with communities regardless of ethnicity, culture, sexual orientation, disability status, socioeconomic status, gender and age.

## Individual wellness

Individual wellness is the physical and psychological wellbeing of all people. Research in community psychology focuses on methods to increase individual wellness, particularly through prevention and second-order change.

## Citizen participation

Citizen participation refers to the ability of individuals to have a voice in decision-making, defining and addressing problems, and the dissemination of information gathered on them. This is the basis for the usage of [participatory action research](#) in community psychology, where community members are often involved in the research process by sharing their unique knowledge and experience with the research team and working as co-researchers.

## Collaboration and community strengths

[Collaboration](#) with community members to construct research and action projects makes community psychology an exceptionally applied field. By allowing communities to use their knowledge to contribute to projects in a collaborative, fair and equal manner, the process of research can itself be empowering to citizens. This requires an ongoing relationship between the researcher and the community from before the research begins to after the research is over.<sup>[2]</sup>

## Psychological sense of community

Psychological sense of community (or simply "[sense of community](#)"), was introduced in 1974 by [Seymour Sarason](#). In 1986 a major step was taken by David McMillan and David Chavis with the publication of their "Theory of Sense of Community" and in 1990 the "Sense of Community Index". Originally designed primarily in reference to neighborhoods, the Sense of Community Index (SCI) can be adapted to study other communities as well, including the workplace, schools, religious communities, [communities of interest](#), etc.

## Empirical grounding

Community psychology grounds all advocacy and social justice action in empiricism. This [empirical grounding](#) is what separates community psychology from a social movement or grassroots organization. Methods from psychology have been adapted for use in the field that acknowledge value-driven, subjective research involving community members. The methods used in community psychology are therefore tailored to each individual research question. Quantitative as well as qualitative methods and other innovative methods are embraced. The American Psychological Association has sponsored two major conferences on community research methods and has recently published an edited book on this topic.

## Education

Many programs related to community psychology are housed in psychology departments, while others are interdisciplinary. Students earning a community psychology degree complete courses that focus on: history and concepts of the field, human diversity and cultural competence, public health, community research methods and statistics, collaborative work in communities, organizational and community development and consultation, prevention and intervention, program evaluation, and grantwriting. Research is a large component of both the PhD and masters degrees, as community psychologists base interventions on theory and research and use action-oriented research to promote positive change. Further, students will generally find niches under faculty mentors at their institutions related to local programs, organizations, grants, special populations, or social issues of interest—granting students the chance to have practice doing the work of a community psychologist, under the supervision of a faculty member.

## Development economics

**Development economics** is a branch of [economics](#) which deals with economic aspects of the development process in [low-income countries](#). Its focus is not only on methods of promoting [economic development](#), [economic growth](#) and [structural change](#) but also on improving the potential for the mass of the population, for example, through health and education and workplace conditions, whether through public or private channels.

Development economics involves the creation of theories and methods that aid in the determination of policies and practices and can be implemented at either the domestic or international level. This may involve restructuring market incentives or using mathematical methods like inter-temporal [optimization](#) for project analysis, or it may involve a mixture of quantitative and qualitative methods.

Unlike in many other fields of economics, approaches in development economics may incorporate social and political factors to devise particular plans. Also unlike many other fields of economics, there is "no consensus" on what students should know. Different approaches may consider the factors that contribute to economic [convergence](#) or non-convergence across households, regions, and countries.

## **Information management and Technology**

**Information and communications technology (ICT)** is often used as an extended synonym for [information technology](#) (IT), but is a more specific term that stresses the role of [unified communications](#) and the integration of [telecommunications](#) ([telephone](#) lines and wireless signals), computers as well as necessary [enterprise software](#), [middleware](#), storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information.

The phrase *ICT* had been used by academic researchers since the 1980s, but it became popular after it was used in a report to the UK government by [Dennis Stevenson](#) in 1997 and in the revised [National Curriculum](#) for England, Wales and Northern Ireland in 2000. As of September 2013, the term "ICT" in the UK National Curriculum has been replaced by the broader term "[computing](#)".

The term *ICT* is now also used to refer to the [convergence](#) of audio-visual and [telephone networks](#) with [computer networks](#) through a single cabling or link system. There are large economic incentives (huge cost savings due to elimination of the telephone network) to merge the audio-visual, building management and telephone network with the computer network system using a single unified system of cabling, signal distribution and management.

The term [Infocommunications](#) is sometimes used interchangeably with ICT. In fact Infocommunications is the expansion of [telecommunications](#) with information processing and content handling functions on a common digital technology base. For a comparison of these and other terms,

The [ICT Development Index](#) compares the level of ICT use and access across the world.

## **Disaster preparedness and Management**

Emergency management (or disaster management) is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for disaster before it occurs, disaster response (e.g., emergency evacuation, quarantine, mass decontamination, etc.), and supporting, and rebuilding society after natural or human-made disasters have occurred. In general, any Emergency



management is the continuous process by which all individuals, groups, and communities manage hazards in an effort to avoid or ameliorate the impact of disasters resulting from the hazards. Actions taken depend in part on perceptions of risk of those exposed. Effective emergency management relies on thorough integration of emergency plans at all levels of government and non-government involvement. Activities at each level (individual, group, community) affect the other levels. It is common to place the responsibility for governmental emergency management with the institutions for civil defense or within the conventional structure of the emergency services. However, emergency management actually starts at the lowest level and only increases to the next higher organizational level after the current levels resources have been exhausted. In the private sector, emergency management is sometimes referred to as business continuity planning.

Emergency Management is one of a number of terms which, since the end of the Cold War, have largely replaced Civil defense, whose original focus was protecting civilians from military attack. Modern thinking focuses on a more general intent to protect the civilian population in times of peace as well as in times of war. Another current term, Civil Protection is widely used within the European Union and refers to government-approved systems and resources whose task is to protect the civilian population, primarily in the event of natural and human-made disasters. Within EU countries the term Crisis Management emphasises the political and security dimension rather than measures to satisfy the immediate needs of the civilian population.[citation needed] An academic trend is towards using the term disaster risk reduction, particularly for emergency management in a development management context. This focuses on the mitigation and preparedness aspects of the emergency cycle.

### **Definition of disaster**

A disaster is the tragedy of a natural or human-made hazard (a hazard is a situation which poses a level of threat to life, health, property, or environment) that negatively affects society or environment. In contemporary academia, disasters are seen as the consequence of inappropriately managed risk. These risks are the product of hazards and vulnerability. Hazards that strike in areas with low vulnerability are not considered a disaster, as is the case in uninhabited regions.

Developing countries suffer the greatest costs when a disaster hits – more than 95 percent of all deaths caused by disasters occur in developing countries, and losses due to natural disasters are 20 times greater (as a percentage of GDP) in developing countries than in industrialized countries. A disaster can be defined as any tragic event with great loss stemming from events such as earthquakes, floods, catastrophic accidents, fires, or explosions.

### **Etymology**



The word derives from Middle French *désastre* and that from Old Italian *disastro*, which in turn comes from the Greek pejorative prefix *δυσ-*, (*dus-*) "bar + *ἀστήρ* (*aster*), "star". The root of the word *disaster* ("bad star" in Greek) comes from an astrological theme in which the ancients used to refer to the destruction or deconstruction of a star as a *disaster*.

### **Classification of disasters**

For more than a century researchers have been studying disasters and for more than forty years disaster research has been institutionalized through the Disaster Research Center. The studies reflect a common opinion when they argue that all disasters can be seen as being human-made, their reasoning being that human actions before the strike of the hazard can prevent it developing into a disaster. All disasters are hence the result of human failure to introduce appropriate disaster management measures. Hazards are routinely divided into natural or human-made, although complex disasters, where there is no single root cause, are more common in developing countries. A specific disaster may spawn a secondary disaster that increases the impact. A classic example is an earthquake that causes a tsunami, resulting in coastal flooding.

### **Natural disaster**

A natural disaster is a consequence when a natural hazard (e.g., volcanic eruption or earthquake) affects humans and/or the built environment. Human vulnerability, caused by the lack of appropriate emergency management, leads to financial, environmental, or human impact. The resulting loss depends on the capacity of the population to support or resist the disaster: their resilience. This understanding is concentrated in the formulation: "disasters occur when hazards meet vulnerability". A natural hazard will hence never result in a natural disaster in areas without vulnerability, e.g., strong earthquakes in uninhabited areas.

### **Man-made disaster**

Disasters caused by human action, negligence, error, or involving the failure of a system are called man-made disasters. Man-made disasters are in turn categorized as technological or sociological. Technological disasters are the results of failure of technology, such as engineering failures, transport disasters, or environmental disasters. Sociological disasters have a strong human motive, such as criminal acts, stampedes, riots and war. Man-made earthquakes are well documented even though less known by the general public. The latest one is the December 9, 2006 Basel, Switzerland earthquake triggered by a quest for geothermal energy.

## **Disaster management**

With the tropical climate and unstable landforms, coupled with high population density, poverty, illiteracy and lack of adequate infrastructure, India is one of the most vulnerable developing countries to suffer very often from various natural disasters, namely drought, flood, cyclone, earth quake, landslide, forest fire, hail storm, locust, volcanic eruption, etc. Which strike causing a devastating impact on human life, economy and environment. Though it is almost impossible to fully recoup the damage caused by the disasters, it is possible to (i) minimize the potential risks by developing early warning strategies (ii) prepare and implement developmental plans to provide resilience to such disasters (iii) mobilize resources including communication and telemedicinal services, and (iv) to help in rehabilitation and post-disaster reconstruction. Space technology plays a crucial role in efficient mitigation of disasters. While communication satellites help in disaster warning, relief mobilization and tele-medicinal support, earth observation satellites provide required database for pre-disaster preparedness programmes, disaster response, monitoring activities and post-disaster damage assessment, and reconstruction, and rehabilitation. The article describes the role of space technology in evolving a suitable strategy for disaster preparedness and operational framework for their monitoring, assessment and mitigation, identifies gap areas and recommends appropriate strategies for disaster mitigation vis-à-vis likely developments in space and ground segments.

Various disasters like earthquake, landslides, volcanic eruptions, flood and cyclones are natural hazards that kill thousands of people and destroy billions of dollars of habitat and property each year. The rapid growth of the world's population and its increased concentration often in hazardous environment[citation needed] has escalated both the frequency and severity of natural disasters. With the tropical climate and unstable land forms, coupled with deforestation, unplanned growth proliferation non-engineered constructions which make the disaster-prone areas mere vulnerable, tardy communication, poor or no budgetary allocation for disaster prevention, developing countries suffer more or less chronically by natural disasters.[citation needed] Asia tops the list of casualties due to natural disaster.

Among various natural hazards, earthquakes, landslides, floods and cyclones are the major disasters adversely affecting very large areas and population in the Indian sub-continent. These natural disasters are of (i) geophysical origin such as earthquakes, volcanic eruptions, land slides and (ii) climatic origin such as drought, flood, cyclone, locust, forest fire. Though it may not be possible to control nature and to stop the development of natural phenomena but the efforts could be made to avoid disasters and alleviate their effects on human lives, infrastructure and property. Rising frequency, amplitude and number of natural disasters and attendant problem coupled with loss of

human lives prompted the General Assembly of the United Nations to proclaim 1990s as the International Decade for Natural Disaster Reduction (IDNDR) through a resolution 44/236 of December 22, 1989 to focus on all issues related to natural disaster reduction. In spite of IDNDR, there had been a string of major disaster throughout the decade. Nevertheless, by establishing the rich disaster management related traditions and by spreading public awareness the IDNDR provided required stimulus for disaster reduction. It is almost impossible to prevent the occurrence of natural disasters and their damages.

However, it is possible to reduce the impact of disasters by adopting suitable disaster mitigation strategies. The disaster mitigation works mainly address the following:

Minimize the potential risks by developing disaster early warning strategies

Prepare and implement developmental plans to provide resilience to such disasters,

Mobilize resources including communication and tele-medical services

To help in rehabilitation and post-disaster reduction.

Disaster management on the other hand involves

Pre-disaster planning, preparedness, monitoring including relief management capability

Prediction and early warning

Damage assessment and relief management.

Disaster reduction is a systematic work which involves with different regions, different professions and different scientific fields, and has become an important measure for human, society and nature sustainable development.

### **Emergency management and Business continuity planning**

The local communities at the time of disaster or before the disaster make groups for helping the people from suffering during the disaster. These groups include, First Aid group, Health group, Food and Welfare group etc. They all are well trained by some local community members. All the groups are sent for helping any other local community that is suffering from a disaster. They also migrate the people from the area affected from disaster to some other safe regions. They are given shelter and every possible facilities by those local management communities. Today, Government is also making effort to provide good facilities during the disaster. In India, in the rural areas, the community(group of families) are choosing a leader and developing their Disaster management skills to protect themselves and other local communities as well.

### **Disaster Mitigation**

Mitigation efforts attempt to prevent hazards from developing into disasters altogether, or to reduce the effects of disasters when they occur. The mitigation

phase differs from the other phases because it focuses on long-term measures for reducing or eliminating risk. The implementation of mitigation strategies can be considered a part of the recovery process if applied after a disaster occurs. Mitigative measures can be structural or non-structural. Structural measures use technological solutions, like flood levees. Non-structural measures include legislation, land-use planning (e.g. the designation of nonessential land like parks to be used as flood zones), and insurance. Mitigation is the most cost-efficient method for reducing the impact of hazards, however it is not always suitable. Mitigation does include providing regulations regarding evacuation, sanctions against those who refuse to obey the regulations (such as mandatory evacuations), and communication of potential risks to the public. Some structural mitigation measures may have adverse effects on the ecosystem.

A precursor activity to the mitigation is the identification of risks. Physical risk assessment refers to the process of identifying and evaluating hazards. The hazard-specific risk ( $R_h$ ) combines both the probability and the level of impact of a specific hazard. The equation below states that the hazard multiplied by the populations' vulnerability to that hazard produces a risk Catastrophe modeling. The higher the risk, the more urgent that the hazard specific vulnerabilities are targeted by mitigation and preparedness efforts. However, if there is no vulnerability there will be no risk, e.g. an earthquake occurring in a desert where nobody lives.

### **Disaster Preparedness**

Preparedness is a continuous cycle of planning, organizing, training, equipping, exercising, evaluation and improvement activities to ensure effective coordination and the enhancement of capabilities to prevent, protect against, respond to, recover from, and mitigate against natural disasters, acts of terrorism, and other man-made disasters.

In the preparedness phase, emergency managers develop plans of action to manage and counter their risks and take action to build the necessary capabilities needed to implement such plans. Common preparedness measures include:

Communication plans with easily understandable terminology and methods.

Proper maintenance and training of emergency services, including mass human resources such as community emergency response teams.

Development and exercise of emergency population warning methods combined with emergency shelters and evacuation plans.

Stockpiling, inventory, and maintain disaster supplies and equipment. develop organizations of trained volunteers among civilian populations. (Professional emergency workers are rapidly overwhelmed in mass emergencies so trained,

organized, responsible volunteers are extremely valuable. Organizations like Community Emergency Response Teams and the Red Cross are ready sources of trained volunteers. The latter's emergency management system has gotten high ratings from both California, and the Federal Emergency Management Agency (FEMA.)

Another aspect of preparedness is casualty prediction, the study of how many deaths or injuries to expect for a given kind of event. This gives planners an idea of what resources need to be in place to respond to a particular kind of event.

Emergency Managers in the planning phase should be flexible, and all encompassing - carefully recognizing the risks and exposures of their respective regions and employing unconventional, and atypical means of support. Depending on the region - municipal, or private sector emergency services can rapidly be depleted and heavily taxed. Non-governmental organizations that offer desired resources, i.e., transportation of displaced homeowners to be conducted by local school district buses, evacuation of flood victims to be performed by mutual aid agreements between fire departments and rescue squads, should be identified early in planning stages, and practiced with regularity.

### **Disaster Response**

The response phase includes the mobilization of the necessary emergency services and first responders in the disaster area. This is likely to include a first wave of core emergency services, such as firefighters, police and ambulance crews. When conducted as a military operation, it is termed Disaster Relief Operation (DRO) and can be a follow-up to a Non-combatant evacuation operation (NEO). They may be supported by a number of secondary emergency services, such as specialist rescue teams.

A well rehearsed emergency plan developed as part of the preparedness phase enables efficient coordination of rescue. Where required, search and rescue efforts commence at an early stage. Depending on injuries sustained by the victim, outside temperature, and victim access to air and water, the vast majority of those affected by a disaster will die within 72 hours after impact.

Organizational response to any significant disaster - natural or terrorist-borne - is based on existing emergency management organizational systems and processes: the Federal Response Plan (FRP) and the Incident Command System (ICS). These systems are solidified through the principles of Unified Command (UC) and Mutual Aid (MA)

### **Disaster Recovery**

The aim of the recovery phase is to restore the affected area to its previous state. It differs from the response phase in its focus; recovery efforts are

concerned with issues and decisions that must be made after immediate needs are addressed. Recovery efforts are primarily concerned with actions that involve rebuilding destroyed property, re-employment, and the repair of other essential infrastructure. Efforts should be made to "build back better", aiming to reduce the pre-disaster risks inherent in the community and infrastructure. An important aspect of effective recovery efforts is taking advantage of a 'window of opportunity' for the implementation of mitigative measures that might otherwise be unpopular. Citizens of the affected area are more likely to accept more mitigative changes when a recent disaster is in fresh memory.

In the United States, the National Response Plan dictates how the resources provided by the Homeland Security Act of 2002 will be used in recovery efforts. It is the Federal government that often provides the most technical and financial assistance for recovery efforts in the United States.

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