

KENDRIYA VIDYALAYA NO . 2 BHOPAL

LESSON PLAN

CLASS – XII

TOPIC – DIRECTING

PERIODS REQUIRED - 15

Gist of the lesson	Targeted skills	Targeted learning Outcomes	Activities Planned	Assessment Strategies Planned
Concept and importance	UNDERSTANDING	• Describe the concept of directing. • Discuss the importance of directing	1. Hearing motivational speech of different speakers . 2. Discussion on leadership skills of Tata. 3. Activities for emphasising the importance of communication. 4. See below.	1. Slip test 2. MCQ 3. Quiz 4. Class test 5. Case study 6. Measuring Attainment Of Learning Objectives (see below) 7. Worksheet (see below) 8. Home assignment (see below)
Elements of Directing		• Describe the various elements of directing		
Motivation - concept, Maslow's hierarchy of needs, Financial and non-financial incentives		• Understand the concept of motivation. • Develop an understanding of Maslow's Hierarchy of needs. • Discuss the various financial and non-financial incentives.		
Leadership - concept, styles - authoritative, Democratic and laissez faire	ANALYTICAL SKILLS	• Understand the concept of leadership. • Understand the various styles of leadership.		
Communication - concept, formal and Informal communication ; barriers to effective communication, how to overcome the barriers	APPLICATIONS	• Understand the concept of communication • Understand the elements of the communication process. • Discuss the concept of formal and informal communication. • Discuss the various barriers to effective communication. • Suggest measures to overcome barriers to communication.		

ACTIVITIES PLANNED

Communication games 1	Students will really enjoy this activity. 10 or more students will be asked to stand in a line facing each other's back the student at the end will be given a message (funny with no of articles) to read and remember . he will then pass on the message to the second student In front of him in his ear , this will continue from one student to another till the message reaches the last student in the line . he will then speak loudly the message he has received . Now the teacher will read the original message. The students will see that the message has lost more than 80% of the contents and is distorted. This will teach them the barriers in communication.
Communication games 2	The same above activity will be done but instead of a written message a mono acting will be shown to the last student
Leadership games	The students will play leader game

Instructional aids	• Chalk board, • Duster • Pointer • LCD projector
Class transaction	Total: 15 periods (approx. 40 min each)
Transaction methodology (the teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner :- Strategy used: inductive and deductive reasoning, brainstorming, graphic organizer, think pair and share: In this activity, students think about a particular question individually, then they form pairs to discuss their answers. Following this, the results are shared in a large classroom discussion. Alternatively, two pairs of students can pair up to compare and discuss answers. This process forces students to think individually, and then allows them to analyze and clarify their response collaboratively. Brain storming: In this activity, students are asked to generate ideas on a certain topic, category or question while facilitator facilitate and record the answers on the board. Inquiry based learning: inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and material, students learn by doing. This allows them to build knowledge through exploration, experience, and discussion. Inductive and deductive learning: in inductive type students proceed from particular to general statement (example to formula) and in deductive type students proceed from general to particular. Students are given formula and they solve problems using them. Muddiest point: check comprehension and identify confusion, what was most confusing about the material? Brain storming-the class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic - PPT and digital content would be shared Guided practice followed by independent practice- NCERT questions to be discussed in the classroom. Techniques to be used: 1. Quiz 2. Daily practice problem 3. MCQ

	4. Peer assessment 5. Case studies
Resources	Text book: • NCERT text book E- resources • PPT • Video • YouTube
Self-study, home work, assignments	Independent practice: students would do some questions from NCERT in their homework notebooks and later try to solve the questions asked in the previous year question papers and also the question given in the sample papers This would enable them to prepare for the board exam level of questions and test their mental skills It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Addressing classroom diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • Encouragement for referring other resources • Using NCERT and other relevant web sites for preparation material For weak students: • Buddy help to be provided • Provide grade-up classes • Adopt an easy to difficult method of concept learning For differently abled students: • Ignore spelling mistakes • Call parents at regular intervals • Care for them on one to one basis • Provide grade-up classes
Measuring attainment of learning objectives	Low order thinking skills questions 1. State the importance of directing function of management? 2. State any five organisational barriers in communication in an organisation? 3. Describe briefly Maslow's need hierarchy theory of motivation? 4. Give any two examples of non-monetary incentives? 5. Explain in brief the different barriers in communication process? 6. Explain in brief various ways to make communication effective? 7. Explain in brief the role and responsibilities of a leader and types of leadership styles explain?

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|--|--|
| | <p>8. Explain different financial and nonfinancial incentives used to motivate employees of a company?</p> <p>High order thinking skills based question</p> <ol style="list-style-type: none">1. Which function of management is known as management in action?2. How does an organisation satisfy esteem needs of its employees?3. Explain briefly any three measures to overcome communication barriers?4. State job enrichment and employee participation as non-financial incentives how do they motivate employees?5. Name the incentive in which benefits like car allowance housing medical a fully furnished accommodation are provided to employees?6. Name the kind of monetary incentive in which employees are offered company share at a lower price than market price special? |
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HOME ASSIGNMENT

1. State 'job enrichment' and 'employee participation' as non-financial incentives. How do they motivate employees?
2. Pratap Singh is the chief executive officer of Nissar enterprises. It is an automobile parts manufacturing company. The enterprise has a functional structure, in which jobs of similar nature have been grouped together as production, finance, marketing and human resource. A Nissar enterprise has its manufacturing unit at Manesar. The factory has been plagued with many problems for a long time which was in the knowledge of the production manager, Varun Sharma. The workers had internal differences. Time and again, there were misunderstandings between the management and the workers. Keeping the problems in mind, Varun Sharma appointed Siyaram Singh who had 14 years of experience of working with the actual work force and passing on instructions of the middle management to the workers. Siyaram Singh met Varun Sharma to understand what the management wanted. Thereafter he met the workers and conveyed the ideas of management to them. He also promised the workers to convey their problems to the management. In this way, he cleared the misunderstanding between the management and the workers. He also sorted out internal differences and was able to unite the workers within a month of his joining.
His work was acknowledged and he was given a certificate of good performance along with 10% increase in salary. Answer the following:-
 - (i) Siyaram Singh performed some of the functions which are required to be performed at the position he is working at. State any five other functions Siyaram Singh is expected to perform.
 - (ii) Name the incentives provided to Siyaram Singh.
3. Sandhya is a successful manager at Mansions Enterprises. She has a team of twelve people working under her. She encourages them to set their own objectives and take decisions. She respects their opinions and supports them, so that they can perform their duties and accomplish organizational objectives. To manage and exercise effective control she uses forces within the group. As an intelligent manager, at times, she also makes use of positive aspects of informal communication. This way, she is able to unify diverse interests and ensure the targets are met.
 - (a) There are many theories and styles of influencing people's behaviour. Identify the style used by Sandhya which is based on the use of authority.
 - (b) State two positive aspects of the communication discussed above, which Sandhya is using as an intelligent manager.
4. Ram murthy, the CEO of 'Goodcare hospitals', a leading chain of hospitals, decided to reward the good work of the doctors of this organization. For this he instituted two running trophies. A 'healthcare achievers trophy' to acknowledge and appreciate the tireless efforts of the doctors who rendered selfless services to the patients and another 'beti bachao trophy' to recognize the outstanding work done by the doctors in saving the girl child. The CEO also wanted to improve the health services in rural areas all over the country. He decided that all doctors must work in rural areas for at least six months. He also decided that the paramedical staff should be employed locally.

- (a) Identify the incentive provided by 'Goodcare hospitals' to its doctors through running trophies.
- (b) Which need of the doctors will be satisfied through the incentive identified in part (a)? State.
- (c) State any two values that the CEO of 'Goodcare hospitals' is trying to communicate to the society.

5. Give the meaning of 'supervision' as an element of directing.

6. Explain briefly any three semantic barriers to communication.

7. Avdhesh is the managing director of Delta Ltd. The company had established a good name for itself and had been doing well. It was known for timely completion of orders. The production manager, Ms. Priyanka was efficiently handling the processing of orders and had a team of ten motivated employees working under her. Everything was going on well. Unfortunately, Priyanka met with an accident. Avdhesh knew that in the absence of Priyanka, the company may not be able to meet the deadlines. He also knew that not meeting the deadlines may lead to customer dissatisfaction with the risk of loss of business and goodwill. So, he had a meeting with his employees in which accurate and speedy processing of orders was planned. Everybody agreed to work as a team because the behaviour of avdhesh was positive towards the employees of the organisation. Everyone put in extra time and efforts and the targets were met on time. Not only this, avdhesh visited Priyanka and advised her to take adequate rest.

- (a) Identify the leadership style of Avdhesh and draw a diagram depicting the style.

8. Explain briefly any three organisational barriers to communication.

9. Explain briefly any three personal barriers to communication.

WORKSHEET

Explain directing?

The main characteristics of directing are discussed below:

1.

2.

3.

4.

Importance of Directing

1.

2.

3.

4.

5.

Principles of Directing

1.

2.

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Elements of Direction

1. _____

2. _____

3. _____

4. _____

Supervision

Importance of Supervision

The importance of supervision can be understood from multiple roles performed by a supervisor. These are explained below:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Motivation

(i) Motive:

(ii) Motivation:

(iii) Motivators:

Features of Motivation:

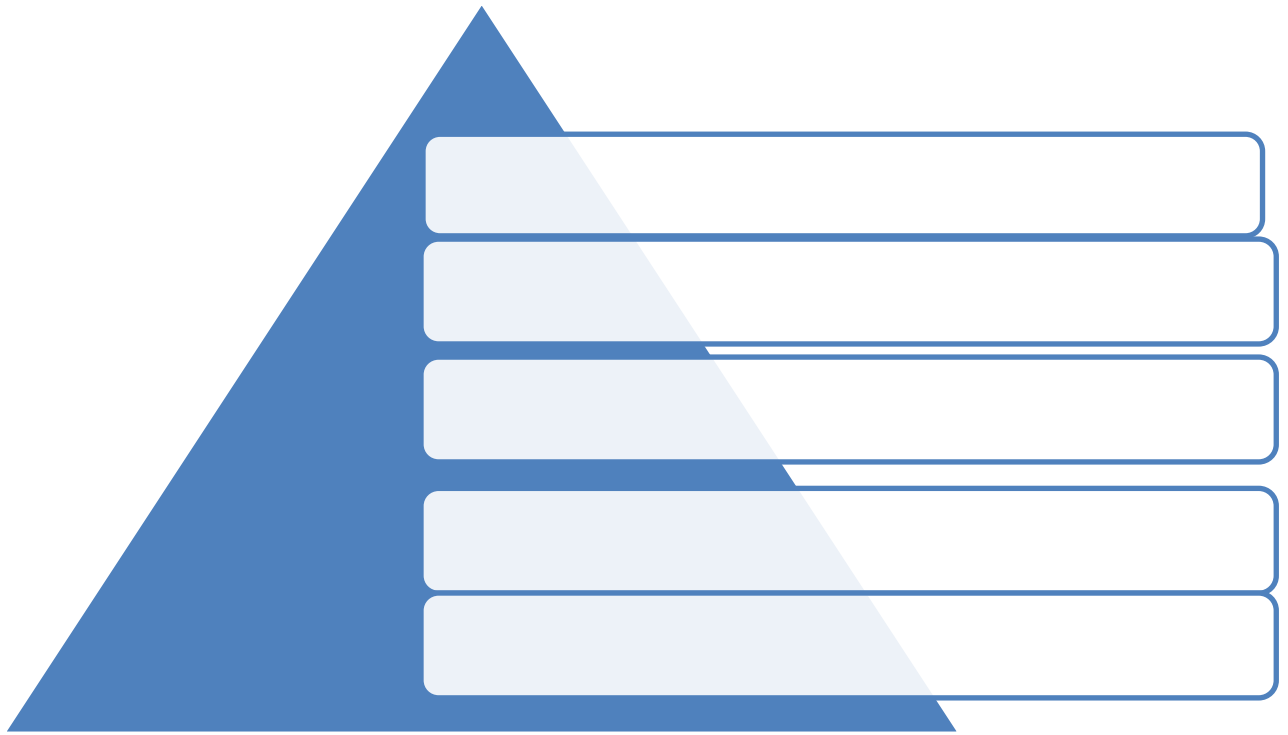
1. _____

2. _____

3. _____

4. _____

Motivation Process:



Importance of Motivation:

1. _____

2. _____

3. _____

4. _____

5. _____

Maslow's Need Hierarchy Theory - hierarchy of five needs

These are:

1. _____

2. _____

3. _____

4. _____

5. _____

Maslow's theory is based on the following assumptions:

1. _____

2. _____

3. _____

4. _____

Financial and Non-Financial Incentives

Financial Incentives:

Types of financial incentives

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Non-Financial Incentives

Types of non-financial incentives

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Leadership

Features of leadership

1. _____

2. _____

3. _____

4. _____

5. _____

Importance of Leadership:

1. _____

2. _____

3. _____

4. _____

5. _____

What are the qualities possessed by a good leader?

Some of these qualities are

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Leadership Style

There are three basic styles of leadership:

1. _____
2. _____
3. _____

1. _____

2. _____

3. _____

Communication

Elements of Communication Process

1. _____

2. _____

3. _____

4. _____

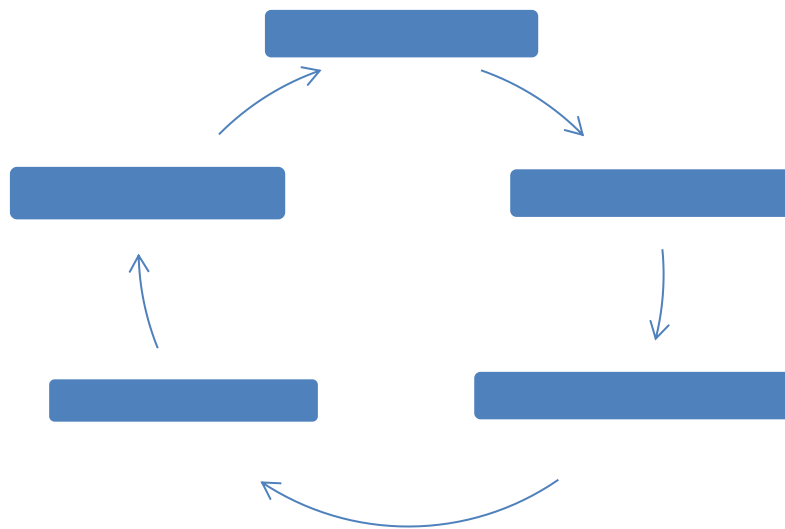
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6. _____

7. _____

8. _____

COMMUNICATION PROCESS



Importance of Communication

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Formal and Informal Communication

Formal Communication

Formal communication may be further classified as –

_____ & _____

Vertical communication

Horizontal or lateral communication

Some of the popular communication networks are

1. _____

2. _____

3. _____

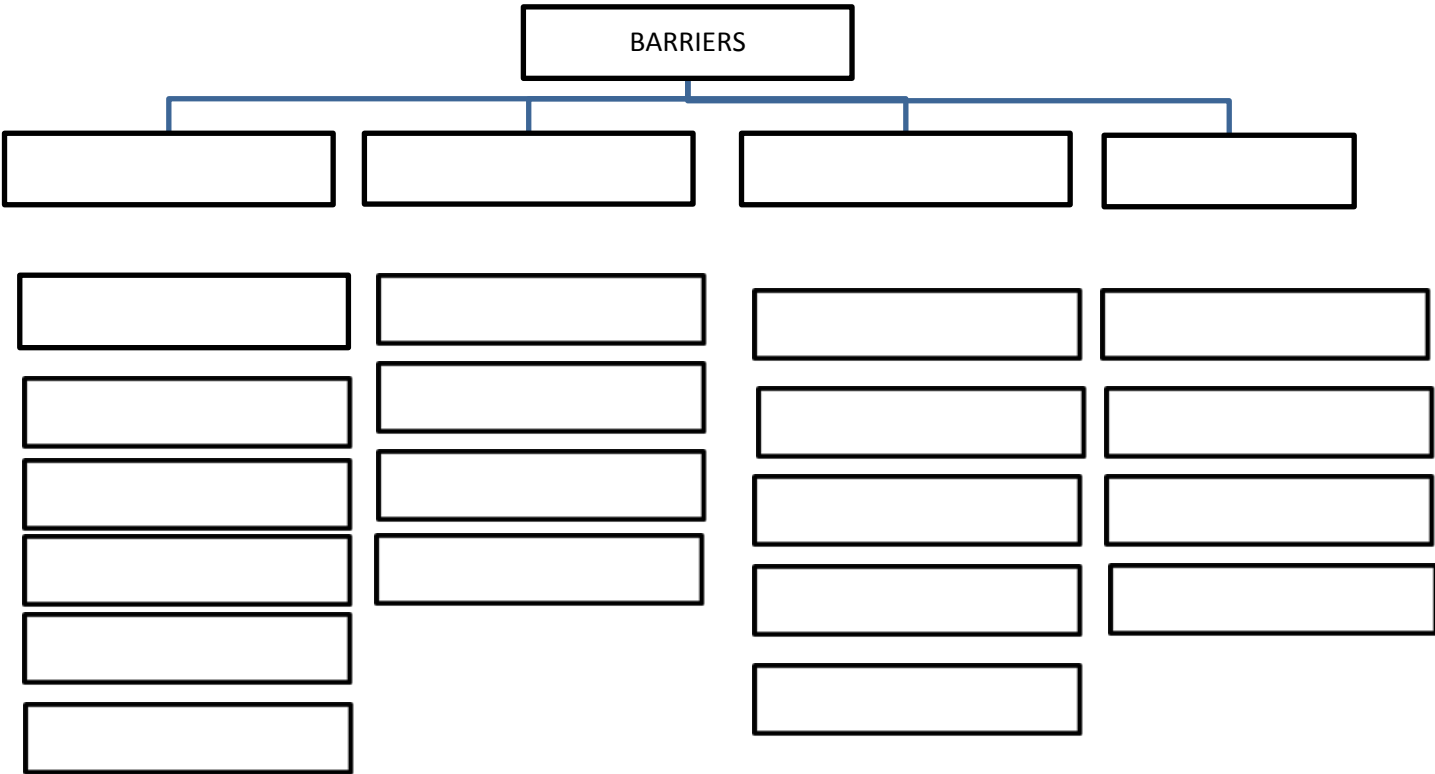
4. _____

5. _____

Informal Communication

Grapevine Network

Barriers to Communication



The barriers to communication in the organizations are:

a. Semantic barriers:

These are discussed below:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

b. Psychological barriers:

1. _____

2. _____

3. _____

4. _____

c. Organisational barriers:

1. _____

2. _____

3. _____

4. _____

5. _____

d. personal barriers:

1. _____

2. _____

3. _____

4. _____

Improving Communication Effectiveness

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

