Chapter 1

Introduction

Things are not what they used to be, especially when it comes to understanding what it means to be an effective leader
-- Clawson, 1999

1.1 Background of the study

Changes are taking in work force and the Indian corporate work space that portend to radically alter the way companies relate to their employees. Nearly in every industry and each organisation, hiring and retaining productive employees have become the chief concerns of its leadership. Organisations that are always on lookout what their employees want and need in the workplace, and make a strategic decision to proactively fulfil those needs will dominate their markets. Fierce competition for skilled workers is relegating the traditional company loyalty for personal growth, intrinsic satisfaction, fulfilment and overall happiness. Consistent with the trends, the emerging workforce is developing very different attitudes about their role and the work place.

Things are changing yet they have remained the same. Indian worker places high value on:

- Family orientation
- Sense of community
- Quality of life issues
- Democratic values.
- Volunteerism
- Autonomy
- Flexibility and non conformity.

Smart owners make it a strategic initiative to read the trends, understand what their people want and need - then give it to them- aligning their personal goals to that of the organisation. In reckonings of a visionary leadership, “recreation facilities” figure as a way to refresh their employees mind, body and spirit, while shaping their behaviour consistent with the organisational values. To hold onto their people, they work counter to prevailing trends causing the job churning and dissatisfaction.
1.2 New challenges for leaders

As the society has shifted from the industrial to the information era, recreation activities in organisations represent ever more important area of social responsibility and organisational growth. Organisations of all hue and texture- governmental, private or commercial enterprises- will need well planned and aligned recreational facilities to ramp up their productivity. Today’s challenging social context increasingly calls on the leadership expertise of these organisations. Their charge is to contribute to quality of life in the dynamic context of new modes of communication, new information, changing demographics, changing attitudes towards work and play individualism and globalisation.

Societal changes and ambiguities complicate the present and becloud the future for organisational leadership. Their new challenges likely to be are:

- Shorter and shorter time frame for getting things done; speed and agility essential.
- Few second chances; important to get it right the first time.
- New ways of diagnosing and solving complicated problems needed; innovative solutions are required.
- To anticipate rapid changes, a vision for achieving goals stretching beyond the initial problem- even far beyond organisational and national borders.
- Despite pressure to succeed in the short term, the need to think for the long term.
- Diversity; it is difficult to please everyone- conflicts percolating in diverse groups and resources place obstacles to making decisions.
- Ethical dilemmas created by new circumstances, relationships and technological possibilities.

Today’s paradigm of new Information Revolution may present different challenges from those of the Industrial Revolution, but the same vigour and forethought will be required to meet them (Ruth V. Russell, 2006).

1.3 Societal context

“Things are not what they used to be, especially when it comes to understanding what it means to be an effective leader” (Clawson, 1999, p. 1). Most people agree that the society is in
the midst of a major paradigm shift. Conceptions about leadership are changing and reforming to that of it being a facilitator in the dynamics of goal attainment under myriad situations of task structure, group constituents and power authority. Rapid advances in the Information communication technology, liberalisation and globalisation of Indian economy with other economies of the world and cheaper transportation, have dramatically changed the world’s landscape. The Internet alone has revolutionised the way people and organisations think and act with regard to everything.

Interdependence of national economies have meant correlative effects of recession, inflation, energy costs, unemployment and debt increases in the West on Indian industry. In the bid to survival, to remain afloat in fiercely competitive international industrial environment, drastic measures have been adopted by Indian organisations to maintain their growth and productivity. Cumulative consequence of the prevalent industrial milieu has taken its toll on employees’ nerves with increased cases of devious behaviour.

1.4 Theoretical framework

1.4.1 Human development and growth

Human development is a process that refers to the changes overtime in the structure, or behaviour of a person. These changes are progressive and cumulative and are considered to be a result of both biological and environmental influences. The study of human growth and development has been of interest to physiologists, psychologists, sociologists and educators for many years. Recreation leaders’ work with a variety of people in plays settings; the knowledge of processes of development and growth is also foundational to recreation leadership competency. Without this knowledge it is nothing more than the guesswork at the workable techniques for leading people in recreation experiences (Ruth V Russell, 2006).

Adults, like children and adolescents have developmental stages that can affect their recreational needs and behaviours. Adult life stages can be of crisis and disruption, but they can also indicate growth and positive change. The adult years can be the time in which people experience maximal opportunities. Recreation is acknowledged as contributing more and more to these peak years. Understanding and accepting the predictable life events can assist leaders to be more successful in facilitating appropriate and satisfying recreation experiences for adults.
Work continues to be a major source of life’s meaning and satisfaction for persons in their adulthood stages. By this time an individual’s work in many cases afforded status, companions, financial gain and structured time use (Sheehy, 1974).

1.4.2 Theory of learning and Transfer

Fostering a learning environment can be more broadly envisioned as the main goal of recreation leadership continually help aspire people to try things they have never done before-to grow, to learn; to enable an environment that is safe for people to try and fail; and to facilitate a positive learning attitude model learning behaviours.

In recreation learning situations, there are three types of learning: knowledge skill and attitude. These three abilities should be taught to recreation participants learning an activity. Knowledge or cognitive leaning refers to “knowing” something. It includes concepts, information, or abstractions necessary to perform an activity. Skill or psychomotor learning on the other hand, refers to an ability to perform or engage in an activity. Recreation leaders are frequently involved in the teaching of activity skills. Learning a recreation activity skill usually requires learning a movement, coordination or an action sequence. Attitude or affective learning is the third type of learning and refers to feelings. An attitude is an emotional condition that affects other things such as behaviour or preference. To enjoy a recreation activity the participant not only needs to learn the skills and knowledge required for the activity but also learn the activity’s compatible attitude.

In addition to viewing learning from the perspective of categories, the same may also be considered as having depths, ranging from shallow to deep or basic to complex. According to Priest and Gass (1997) there are five progressive learning levels: memorisation, comprehension, application, generalisation and systemisation.

Another way of looking at range of learning is as a gradient. Called by Priest and Hammerman (1990) the learning gradient, this is a continuum of teaching: telling, showing, doing and questioning (Figure 1.1). As the learner progresses along the continuum from being told, to being shown, to doing and to questioning, the amount of information the participant is able to recall, process, and apply increases.
It is the old Confucius adage: “I hear I forget, I see and I remember, I do and I understand,” to which it may be added, “you ask me and I know”.

Transfer of learning refers the integration of learning from a recreation experience into participant’s real life. According to Gass (1985) there are three types of learning transfers from recreational experiences:

Specific transfer involves the learning of particular skills for use in related situation (Gass, 1985). For example, a participant transfers what he has learnt from playing hockey to swinging a club in golf.

Non specific transfer refers to the learning of more general principles or skills and applying them to a different situation. For example, in adventure recreation programmes, the general principle of trust developed through “trust games” can translate to trusting one another for support when suggesting new ideas at work. (Priest & Gass 1997).

Metaphoric transfer is a more specialised form of transfer of learning. A metaphor is an idea or object used in place of different idea or object in order to draw attention to similarity between the two (Gass, 1985).

1.4.3 Designing effective recreation activities

Preparing for a teaching experience often means preparing a lesson plan. The key to effective lesson planning is keeping the learner’s perspective in mind. List the skills, concepts and attitudes needed to be achieved from the learning experience and organise the list in the logical flow or sequence. This logical flow becomes the body of the lesson. Conclusion or review of the lesson is made thereafter followed by an introduction that overviews the lesson, motivates and readies participants for learning.

In recreation learning situations there are both indoor and outdoor environments as classrooms. In both the situations, learners’ comfort and safety are endured to maximise the learning experience.
Learning objectives form the foundation for teaching (Priest & Gass 1997). These objectives are used to define the direction of learning and to prepare and organise for the learning experience. The learning objectives set should be detailed and precisely establish what behaviour or actions indicate that participants have learnt. These objectives specify the learning goals, participants targeted behaviours and the conditions under which these behaviours are to occur.

### 1.4.4 Model of group effectiveness

**Group in terms of influence**  A group is defined as two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person (Shaw, 1981, p.8).

**Group in terms of motivation**  We define group as a collection of individuals whose existence as a collection is rewarding to the individuals (Bass, 1960, p.39).

**Group in terms of goal**  In terms of achieving some needs, a group is more productive than its individual members. This does not mean that a group and an organisation necessarily mean the same thing. Groups differ from organisations, because organisations involve systematic efforts in the production of services and goods (Bartol & Martin, 1998). Groups typically do not engage in systematic efforts to the same extent and may not produce goods and services.

From above definitions it can be summarised that if a group exists, then it is assumed that its members (1) are motivated to be in the group, (2) are aware of its existence, (3) receive satisfaction of some need, and (4) accomplish more than they could as individuals.

**Group development**  The precise sequence and experience of development varies with the kind of group, the situation in which the group functions, the goals of the group, and many other factors. Yet, these development stages are similar across groups.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Concerns</th>
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<tr>
<td>Socio-emotional concerns</td>
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Figure 1.2  Stages of group development and productivity focus

**Group productivity**  Group productivity refers to how well the group is able to achieve its goals. For a group to exist there must be a purpose. How well a group is able to satisfy this purpose is group productivity. Productivity depends on many things. If a goal is excessively difficult, too simple, or inappropriate, group productivity is likely to be low. Similarly if goals are unclear or not attractive, group members may not accept them and this will also limit productivity. Productivity also depends on resources available to a group. All the relevant skills, knowledge, and tools possessed by the group members and leader contribute to the group’s ability to reach its goals. Finally, the way in which the group communicates, shares responsibilities, and resolves disagreements also determines its productivity. All groups, in addition also possess four other characteristics—cohesion, morale, norms and structure. When a group is unsuccessful as a result of a problem with cohesion, morale, or productivity, for instance, the leader is often able to influence a solution to these.

<table>
<thead>
<tr>
<th>Low group cohesion</th>
<th>Design group tasks that require greater frequency of interaction. Implement activities that make the group more attractive.</th>
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<tbody>
<tr>
<td>Extreme group cohesion (group think)</td>
<td>Encourage open expression of doubt. Play “devil’s advocate.”</td>
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<tr>
<td>Low group morale</td>
<td>Modify group goals to better reflect needs of individuals. Ensure clearly established goals clarify special ways of achieving these goals.</td>
</tr>
<tr>
<td>Low group productivity</td>
<td>Re-examine group goals for individual member resistance. Enable group activities to match group goals.</td>
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Figure 1.3  Facilitation of healthy group characteristics

<table>
<thead>
<tr>
<th>Centralisation</th>
<th>Group size</th>
<th>Decentralisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larger</td>
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<td>Smaller</td>
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**Synergy** Synergy is the ability of the whole to equal more than the sum of its parts. In essence, synergy is the “team” effort (Fuoss & Tropmann, 1981). Fuoss and Tropmann (1981) have described synergy as being the result of the circular interaction of the elements of cohesiveness, productivity and morale. That is, the greater the group’s productivity, the greater is the morale, which increases the group’s cohesiveness and the process comes full circle to foster greater group productivity.
Fostering synergy among a group of recreation participants is not as simple. Many other important factors may also influence this sequence. However, the rewards and benefits derived from synergetic effort are greater than a participant can attain individually. Here is some suggestion for building synergy in a group (Galanes & Brihart, 1997):

- Speak of “us” and “we” rather than “I” and “you”.
- Develop a name or another symbol of group identification.
- Enable group members to get to know each other. People trust each other and feel safe in a group if they know each other as individuals. Leaders should build into the group experience unstructured time for members to get acquainted more thoroughly. This can be accomplished through social gatherings.
- Establish norms that build trust. Norms that build trust encourage respectful listening, cooperation and confidentiality.
- Watch for hidden agendas that conflict with group goals. On observation of suspected hidden agendas, these promptly need to be brought to the attention of the group.
- Manage conflict in the group. Conflict if allowed to go on for too long or to become personal, it can cause lasting damage.
- Share rewards with the group. To enhance teamwork in the group, credit should be given to the group on receiving praise for any good work done.
- Lighten up. Humour helps reduce tension and makes people good about each other.

**Essentials of group effectiveness.** Several rules relate to effective groups, and together they make up a model that can be used to evaluate how well a group is functioning.

Group goals must be clearly understood, be relevant to the needs of the group members, highlight the positive interdependence of members, and evoke from every member a high level of commitment to their accomplishment.

Group members must communicate their ideas and feelings accurately and clearly. Effective two-way communication is the basis of all functioning and interaction among members.
Power and influence need to be approximately equal throughout the group. This should be based on expertise, ability, and access to information, and not on authority alone.

Group cohesion needs to be high. Cohesion is based on all members liking each other; each member’s desire to continue as part of the group; the satisfaction of members with their membership; and the level of acceptance, support and trust among the members. Problem-solving adequacy should be high. Problems must be resolved with minimum energy and a way that eliminates them permanently. Procedures should exist for sensing the presence of problems.

The interpersonal effectiveness among the members needs to be high. Interpersonal effectiveness is a measure of how well the consequences of their behaviour match their intentions.

Controversy and conflict need to be seen as a positive indication of the members’ involvement. Conflicts arising from diverse ideas and opinions are to be encouraged as they promote participation in the group’s efforts. These controversies must be negotiated in a way that is mutually satisfying and does not weaken the cooperative interdependence of group members.

<table>
<thead>
<tr>
<th>Effective Groups</th>
<th>Ineffective Groups</th>
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<tbody>
<tr>
<td>Goals are clarified and cooperatively structured</td>
<td>Goals are unclear; members accept imposed goals</td>
</tr>
<tr>
<td>Open and accurate expression of ideas and feelings is emphasised</td>
<td>Only ideas are expressed; feelings are ignored</td>
</tr>
<tr>
<td>Ability and information determine influence and power; power is equalised and shared</td>
<td>Position determines influence and power</td>
</tr>
<tr>
<td>Individuality is indorsed</td>
<td>Rigid conformity is promoted</td>
</tr>
<tr>
<td>Problems are innovatively and effectively solved</td>
<td>Problems are not adequately solved</td>
</tr>
<tr>
<td>Interpersonal effectiveness and self actualisation are encouraged</td>
<td>Order, stability, and structure are encouraged</td>
</tr>
</tbody>
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| Constructive controversy is encouraged | Controversy is avoided |

Figure 1.6. Comparison of effective and ineffective groups

1.4.5 Reducing constraints to participation

The process of recreation experience. In the facilitation process the recreation activity or programme is accomplished so that participants are intentional about their experience. The leader calls participants attention to the nature of the experience and its meaning for them. This is accomplished through the five phases of facilitation – diagnosis, design, delivery, debriefing and detachment (Priest and Gass, 1997).

![Diagram of the five phases of facilitating recreation activity]

Figure 1.7: The five phases of facilitating recreation activity (Adapted from Ruth V. Russell, 2006)

Factors that constrain recreation participation and enjoyment and their elimination

Constraints or barriers to recreation participation results in limited participation in desired activities, ceasing participation in an activity, or failure to achieve desired level of enjoyment in an activity (Jackson, 1994). Sources of participation constraints include programmes held at inconvenient times, a facility that is not accessible to users, poor physical health, lack of transportation to the activity site, fear of crime and so on.
This suggests that one way to facilitate recreation is to remove or to reduce constraints against it because often it is possible to modify the activity, its delivery or even aspects of people’s lives. One way to do this is to consider that there are two main ways in which effects of constraints can be alleviated (Scott, & Jackson, 1966). On the one hand, individuals can be encouraged to modify their behaviour and attitudes. This is because some constraints are fairly consistent to age and gender. For example, it is common knowledge that due to disproportionate responsibility of child care, women experience a sense of not “earning the right to participate in recreation (Henderson, Bialeschki, Shaw, and Freysinger, 1996). On the other hand recreation can develop. Deliver and market their programmes in ways that take into account the constraints that people encounter and institute strategies to alleviate or reduce them.

1.4.6 Managing motivation and behaviour

**Intrinsic and Extrinsic Motivation.** In behaviourism it is a well established and researched fact that there are two broad classes of motivation: intrinsic and extrinsic. Intrinsic motivation means that behaviour itself is rewarding. It is not pursued primarily for some other benefit; it comes from within the individual. Such intrinsic reasons for behaving are a “pure” source of motivation. For example, creativity is usually intrinsically motivated.

Extrinsic motivation is that which comes from outside. The reward is fixed artificially and usually given by an outsider, such as a parent, teacher or a superior authority at the work place. The principle behind using extrinsic motivation is that the person is given a reward in the belief that this will cause him to behave in a certain way.

Many theorists view recreation behaviour as intrinsically motivated because of its ability to meet certain needs such as enjoyment, belonging, achievement and relaxation.

**Managing Motivation.** Based on theories and concepts of motivation, advice is available, to the leader on managing motivation. There are some fundamental guidelines for leaders in building motivation in recreation activity participants:

- When trying to enhance motivation, consider both situational and personal factors. Low motivation is usually the result of a combination of personal and situational factors (Weinberg & Gould, 1995). The key factor for leader is to focus on both factors and either change both or make a change in easier one.
- Realise that people have multiple motives for involvement. For example, for studies on exercise participation, major motives cited include (Wankel, 1990):
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- For beginning an exercise programme:
  - Improve poor health
  - Weight loss
  - Fitness
  - Self challenge
  - Feel better

- For continuing in exercise programme:
  - Enjoyment of programme
  - Leadership
  - Activity type
  - Social enjoyment

- People often have competing motives for involvement. Leaders need to be aware of conflicting interests as they can have an important influence on participation.
- People have unique motives. Motives for recreation vary greatly and can be unique to each individual (Weinberg & Gould, 1995). For example, in addition to the more typical motives to exercise listed, there are also some other idiosyncratic ones discovered by research, such as extra attention, critical comments from others, achieving control of mind over body and habit (Gauron, 1984).
- Motives change overtime. A motive for participation in recreation is not static, but can be altered as a result of participation. For example, motives for staying with a programme are different from the ones that motivated participation in the first place,
- Leaders influence motivation. Leaders have a critical role in influencing participant motivation. At times influence may be indirect. For example, a leader who is energetic and enthusiastic about the games, will, based on this kind of personality alone; influence the participants’ interest in playing them.

**Behaviour modification.** It is sometimes necessary for leaders to use behaviour modification techniques to change undesirable motives and strengthen weak motives. These techniques are behavioural interventions based on the concept of reinforcement. These are as followed ((Weinberg & Gould, 1995):

- Target the behaviours
- Define targeted behaviours
- Record the behaviours on a checklist to give participants feedback. It helps in motivation.
Provide meaningful feedback. Public display of this feedback can also stimulate peer interaction that could possibly reinforce the desired behaviour.

State the outcomes clearly. Behaviour modification requires that participants are clear on what behaviours are expected and what will be the result of their performing or not performing these behaviours.

Tailor the reward system. Rewards given to participants who perform the expected behaviours should be appropriately matched. The larger the behaviour change, the larger the reward and vice versa.

1.4.7 Leadership influence towards attainment of recreation goals

Successful recreation experience has one major attribute that sets it apart from the unsuccessful experience: dynamic and effective leadership. Leadership in recreation is basic resource. Commercial, government, private, outdoor, therapeutic, tourism and corporate recreation agencies all need effective leadership. The research strategies used to determine the question of specific parameters that are associated with the leadership process, have been varied. One approach has been to determine the general underlying personality and/or physical characteristics that contribute to the presence of leadership. Another research tactic has been to examine leadership behaviour to determine common modes of response or characteristic forms of behaviour exhibited by persons in leadership positions. A third theoretical premise analyses the situational characteristics that set the stage for leadership to occur. Finally, leadership has been studied as a reciprocal process (Bass, 1990).

A supervisor directs by guiding and influencing people to perform well, communicating with them, creating motivation, and handling conflicts and problems. Several basic techniques are commonly used in recreation include cooperation, communication, innovation, and motivation.

Motivation by goals. All behaviour is motivated. In recreation or park setting, a highly motivating participants or staff will be a high performer. The participant will work hard towards achieving the organisation’s goals. Enabling this is the primary task of the directing function of supervision. A supervisor interest lies to conforming that:

- Maximum people are keen to join the organisation.
- Remain engaged with the organisation.
- Come to work regularly.
- Perform well.
Exhibit good citizenship. (Bateman & Snell, 2002, p. 412). Good citizenship distinguishes superior organisations from good ones. Good citizens of the organisation are committed, satisfied employees who perform above and beyond the call of duty by doing extra things that can help the organisation and those it serves. Organisations cannot meet their mission without staff who are good citizens.

Amongst most ideas of motivating staff, perhaps most fundamental one is goal setting. Providing clear and appropriate work related goals for staff is an extremely effective way to stimulate staff motivation (Bateman & Snell, 2002, p.413).

Drawing from the early research of Herzberg (1966), there are specific factors that motivate people on the job. These include:

- Opportunity to accomplish something important.
- Recognition for significant accomplishments
- Chance for advancement.
- Growth and development on the job.
- Opportunity for an increased level of responsibility.

Ideal motivating goals do not merely exhort staff to start doing their best. They are much more than this. They should, among other things, be in alignment with people’s personal values and dreams, involve staff in their making, be challenging but attainable, and be specific enough to be measured. Top organisations set stretch goals- targets that are exceptionally demanding, yet in fact attainable (Thomson, Hochwarter, & Mathys, 1997). Stretch goals rise above mediocrity and often result in tremendous achievements. But to work all goals- especially stretch goals- must provide for intrinsic reward. The one the person derives directly from performing the job itself, because it is fun and meaningful to head up an interesting project, study an intriguing problem, or serve a challenging clientele. Staff jobs can be designed to increase opportunities for intrinsically rewarded behaviour.

**Designing intrinsically rewarding jobs** With job rotation, staff that spends their time in routine task can instead move from one job to another. Job rotation helps to alleviate boredom by giving staff different things to do.

Jo enlargement also addresses boredom. It means that the staff person is given additional tasks- the job is enlarged.
Finally, job enrichment means that jobs are restructured or redesigned by adding higher levels of responsibility. This means giving staff not only more tasks but higher-level ones.

The key to true job satisfaction comes from the Herzberg’s factors that make a job more motivating, such as opportunities for personal growth and recognition, and feelings of achievement.

1.4.8 Organisational communication

Being a skilled communicator is essential to being a good recreation leader. Communication must also be managed throughout the organisation: downward, upward, horizontal, and boundary-free communication.

**Downward communication** It is the flow of information from higher to lower levels in the organisation hierarchy (Bateman & Snell, 2002). For example, the policy board talks with the agency director, camp counsellor meeting with a group of campers. Downward communication is an important element in organisations because people must receive the information they need to perform their job. Information overload and lack of openness between the communicators are two major problems. For example some leaders in upper – level positions may believe “I don’t have time to keep them informed of everything I know.” A third problem is ‘filtering’. When messages are passed from one person to another, some information is left out and/or is distorted. Filtering can cause serious problems in organisations because as messages are communicated downward through organisation levels, much information is lost. Therefore the fewer the number of authority levels, through which information must pass, the information will be distorted or lost.

Upward communication, in contrast, is the information that travels from lower to higher levels of authority in the organisation. As with downward communication, upward communication is important for the organisation. For example, leaders learn that the participants are enjoying the programme; supervisors find out if operations are running smoothly, and directors better understand the importance of the organisation to the community. A systematic upward communication strategy gives managers more accurate picture of the work, accomplishments, problems, plans, attitudes and ideas of the organisation. Just as importantly, a systematic upward information strategy helps employees and customers relieve frustrations, feel a strong case of participation in the enterprise, and improve morale.
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The problems common in upward communication are similar to those for downward communication. People are bombarded with information and may neglect or miss information from below. As well, filtering can occur. People tend to share only good news with their bosses and suppress bad news. Generating useful information from below requires doing two things (Bateman & Snell, 2002). First, leaders and others in authority should encourage and facilitate upward communication. For example, having “open-door” policy and managing by “wandering around” (Ruch, 1984) encourage people to offer suggestions and talk through problems. Other strategies include having coffee or lunch with employees, passing out surveys that ask specific questions, or distributing suggestion boxes throughout the facility, to help make upward communication easier.

Second, leaders must also motivate people to provide valid information. Useful upward communication must be appreciated and reinforced. An announced open door policy must truly leave the door open. Also, people must feel respect for their supervisors, and that they are respected by them, in order to contribute communication upward. Mutual trust, confident subordinate and appreciative supervisors even when information communicated is not a pleasant one, is required.

Horizontal communication is information shared among people on the same organisational hierarchical level. This includes information among people within the same department, as across different departments and across different organisations. Horizontal communication is important because in today’s complex environment, decisions in one unit of an organisation greatly affect another (Ruth V. Russell, 2006).

The form of organisational communication is most often accomplished through the creation of ad hoc and temporary groups. Teams or task forces are formed for specific information-sharing purposes and then disbanded when finished. Departmental and organisational newsletters and conferences can also help with horizontal communications.

Boundary-free communication is a short leap of faith from horizontal communication. Many successful leaders today consider free access to information in all directions to be an organisational imperative (Bateman & Snell, 2002). “Boundarylessness” means there are no barriers to information flow. Instead of boundaries separating people, jobs, processes, places, ideas, information, decisions and actions move to where they are most needed (Ashkenas et al, 1995). This does not suggest random free-for-all. Instead it implies that information is made available, most quickly and easily enough so that the organisation functions optimally.
1.5 Recreation

Recreation is the employment of time in a non-profitable way; in many ways it is also refreshment of one's body or mind. Recreation is often distinguished from leisure. Whereas leisure is, or ought to be, restful, recreation is refreshing and diverting. In recent years, more 'exciting' forms of recreation include: skiing, snowboarding, bungee jumping, sky diving, hang gliding, paint balling, rock climbing, backpacking, canyoning, caving. (encyclopaedia/ Recreation, 2010). As the society has shifted from the industrial to the information era, recreation represents an ever more important area of social responsibility for various governmental levels, private service organisations, and commercial enterprises.

1.6 Goals of recreation for Indian organisations

Alchemy neither composes nor mixes; it increases and activates that which already exists in a latent state (Hartmann, 1997). Best known part of alchemy is that it was about turning common metals into gold. In broader sense, however, alchemy can be considered an attempt to leverage what is already within common metals to activate them into something much more valuable (Russell & Feldman, 2003). Recreation leadership is the same thing: “it increases and activates that which already exists in a latent state.” Regardless of the setting – commercial enterprises, corporations, governments, tourist sites or therapeutic institutions – the recreation leader is a tool for translating organisation purposes into productivity and effectiveness. Recreation is something that a person experiences and the leader’s goal is to optimise the experience (Ruth V. Russell, 2006).

Quality of life According to Mundy (1998), this goal can be understood from two perspectives. One perspective is that of the physical-social environment. This refers to qualities of “community” life. Those qualities usually considered important include clean safe and interesting premises and organisational precincts; aesthetically pleasing public areas; quality education and health services and socially and culturally stimulating events. The second perspective from which we can consider the societal goal of quality of life’s experiences to the individual (Mundy, 1998). This refers to the quality of “individual” life. From this perspective, there is concern for the feelings and satisfaction attached to experiences. In this, such things as individual initiative, learning, growth, positive health and self-actualisation are promoted. Research has shown that recreation leader can enhance quality of life by improving the physical-social environment and by adding to the value and meaning of individual experiences.
Organisation Goals  Recreation leadership in addition to societal goals also has obligation to organisation goals. A corporate recreation department seeks to contribute to the health and well being of employees, reduce absenteeism and the rate of accidents and develop a sense of company loyalty.

Group Recreation Behaviour  Recreation activities in an organisation may be conducted in two ways namely, by either a direct approach or an indirect approach. Recreation opportunities provided by the direct service approach are preplanned, organised, promoted and implemented by the Agency staff and “delivered” to the participants. In other words recreation activities are purchased as the “product” that is created by the outsourcing professional agency in consultation with employing organisation and distributed as such. On the other hand, recreational activities offered by the indirect service approach are focused on helping participants do for themselves. In this approach the leader assists other individuals in attaining the appropriate skills, attitudes or materials. The participants are encouraged to help themselves, to experience recreation activities independent of an agency’s pre-organised programme (Ruth V Russell, 2006).

Little is known of what influences a group specifically within the recreation context. However, the uniqueness of a group is well established which is contingent to unique participant goals. For example, there is the concept of social worlds. Individuals tend to use recreation services because their workmates, friends, families or neighbours use those services (Cheek, 1976, p. 132). Recreation activities vary in their contributions to the group experience. For example, some activities such as initiative games are better able to increase group communication, interaction and cohesiveness. Outdoor activities, particularly high adventure types, are also used in many recreation settings for their contribution to the group process. For example, Indian cricket team was made to undertake commando obstacle course in Parachute Regimental Centre, Bangalore, to improve their team effectiveness before an important overseas tour. Television viewing, in contrast, is a recreation activity that makes a low level contribution to group communication and interaction. In either case of direct package of recreation activities outsourced or internally developed programme by the organisation, organisational leadership may well be advised to design their course in accordance to skills, knowledge of employee attitudes they are looking at to develop while through the process of group recreational experience.

Individual Recreation Behaviour  A great deal of research has been devoted to describing recreation behaviour. Aerobic dancing, four- harness loom weaving, white water kayaking and movie attending are recreation behaviours. But they are also different behaviours: basic nature
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of behaviour varies. Murphy, Williams, Niepoth, and Brown (1973) have developed a comprehensive categorisation of the variety of recreation behaviours, these are given in the succeeding paragraphs.

**Socialising behaviours:** Some recreation behaviour is oriented around getting to know and relating to other people. Such experiences as parties, visiting friends and conversation would suggest the need for socialising behaviours.

**Associative behaviours:** Another type of behaviour is that in which people come together to pursue a common interest. Internet chat rooms, club membership offer an outlet for associative behaviours.

**Acquisitive behaviours:** Some recreation participation is manifested in collecting and saving behaviour. The beer can collector, the miniature doll furniture collector, and stamp collector exhibit acquisitive recreation behaviour.

**Competitive behaviours:** Competitive behaviour is usually manifested in sports but is not limited to these activities. This behaviour usually occurs within the context of set rules and procedures and usually includes either an actual or an implied opponent. The essence of this behaviour is to win against or defeat the opponent.

**Testing behaviours:** Similar to competitive behaviour, testing behaviours are those in which individual skills are tested against some criterion or environmental condition. The hang glider pilot tests his skills and equipment; so does the video game player.

**Risk-taking behaviours:** Many recreation experiences involve risk. In sky jumping and casino gambling, for example, the participant measures the risk by assuming that he has a reasonable chance for success or survival.

**Explorative behaviour:** When a recreationist seeks to encounter new environments or to rediscover the finds of past adventures, explorative behaviour is in evidence. Sightseeing is an example.

**Vicarious experience behaviours:** Reading, television viewing and spectator sports illustrate recreation behaviours that allow participants to encounter events or environments through the eyes of others.
**Sensory stimulation behaviours:** Although all recreation behaviour involves sensory stimulation to some degree, many experiences are more dependent on this behaviour than others.

**Physical expression behaviour:** Another facet of behaviour that also seems to involve some sensory element is physical expression. Movement of body in dance or in athletics is pleasurable.

**Creative behaviours:** Expression in the creative sense—usually through the arts—is another behaviour frequently called forth in recreation experience. Playing the drums and painting usually require creative behaviour.

**Appreciative behaviours:** The results of creative behaviour are observed and enjoyed by others. In appreciative behaviour the participant usually responds to product or an event rather than interacting directly. Visiting sculpture gallery, attending a dance performance and listening to the opera require appreciative behaviours.

**Variety-seeking behaviours:** In this behaviour the participants seek change from routine. Much of what individuals do in their free time probably involves an intention to change from life’s normal pattern; travel perhaps is the best example.

**Anticipatory and recollective behaviours:** Recreation experiences include an anticipatory and recollective behaviour in addition to actual participation. These behaviours include looking forward to the experience, planning gathering equipment, showing pictures and collecting souvenirs.

An individual participating in recreation may manifest several of these behaviours simultaneously. For example playing volleyball may involve socialising behaviour, competitive behaviour, physical expression behaviour and variety seeking behaviour. The combination of behaviour will be unique for each individual. What is impressive about this list is the wide range of participant behaviours common to recreation experiences.

1.7 Welfare facilities and labour laws

Indian law provides for certain basic minimal levels of safety, health and welfare standards to be observed by the industry under the protective legislations including The Factories Act,

**Standard of Facilities for education and recreation**

(1) The standard of facilities for education and recreation of workers to be provided by owners of establishments and factories or contractors who are engaged in the manufacture of beedis for the purpose of getting grant-in-aid as envisaged in clause (c) of sub-section (1) of section 4 of the Act shall be specified in Schedule IV. (2) There shall be maintained an independent welfare centre at each establishment of factory engaged in the manufacture of beedis according to the prescribed standard.

**The Factories Act, 1948:** Amongst other provisions, the Act stipulates specified measures for welfare of workers. These include:

- Washing and sitting facilities
- The facilities of first aid appliances and ambulance room
- Canteen, rest room and lunch room facilities
- Crèches facility
- Welfare officers.

The law requires establishment of an Employees Welfare Committee, with management and employee participation, to have custody of and disburse an Employees Fund. The Employees Welfare Committee prepares a welfare program and establishes an Employees Welfare Association, receives contribution from the company and from each employee. The Employees-Welfare Associations are responsible to administer the program. All Employee Welfare organizational and fiscal matters are under the rules and control of competent Government authority. These facilities are constants of law and not variables of this research study.

### 1.8 Taxonomy of Recreational Facilities

Study of recreation facilities in Indian organisations is an integral part of this research study. For one, it is assumed to be a predictor of care of physiological, psychological, social and spiritual health of employees. And for the other, its impact in employee contribution is the main focus of this study. Recreation embodies activities or outcomes such as:

- Refreshment of health or spirits by relaxation and enjoyment.
- An activity or pastime that promotes refreshment.
- Social Science / Education define recreation as:
An interval of free time between school lessons
A modifier) recreation period  (knowledgerush, 2010)

Recreation classification has been studied as under:

- Recreational facilities
- Recreation activities.

1.9 **Recreational facilities in Indian organisations**

The steel baron Andrew Carnegie endowed hundreds of public libraries across the country in the late nineteenth and early twentieth centuries, explaining, "How a man spends his time at work may be taken for granted but how he spends his hours of recreation is really the key to his progress in all the virtues."

**Definition.** Recreational facility is defined as: A facility provided in premises or precincts of an organisation, for fun, diversion, enjoyment relaxation, amusement and physical, psychological, spiritual or social well being of members of the organisation. Activities engaged in the facility are planned by management with the view to enhance productivity and well being of employees. It is inclusive of hiring recreation organisation’s services. Recreational facilities in Indian organisations have been surveyed, in both its formats:

- Indoor recreational facilities are provided in a hall or a building, affording easy, all weather and time accessibility to employees of the organisation.
- Outdoor recreational facilities primarily constitute provisions made for games, sports, adventure activities, visit to parks, trekking and picnics for employees of the organisation.
- Third dimension quested and analysed in recreational facilities of an organisation is that of policy provisions in the routine framework of the establishment. Involvement of families of the employees in their overall well being has also been examined.

1.10 **Recreational Activities Model**

Utilisation of recreational facilities is done through recreational activity. Indeed recreation activity has a wider scope than that. Even when there are no recreational facilities provisioned, the organisation can still participate in recreation activities by way of
outsourcing. Recreation organisations engaged in the field of recreation, games and sports, parks, tourism or therapeutic recreation offer their specialised services and customised solutions to different clients including governmental, private, or commercial participating organisations. The services rendered range from fully prepared and packaged “turnkey” solutions to merely as counselling service on the other end of the scale.

Recreational activities undertaken have been inquired through a model developed incorporating a spectrum of dimensions as under:

- Building team work skills
- Development of leadership
- Boundary less communications
- Opportunities created for development
- Stress busters available
- Involvement of families in outdoor recreational activities
- Building of trust and support measures
- Opportunities for challenging assignments
- Recharging of energy and enthusiasm
- Installation of system of reward and recognition
- Development of self efficacy
- Process of goal setting and clarification of goals
- Additional and informal channels of feedback and communication
- Realisation of interdependency of participants
- Generation of creativity and fun at the work place
- Care of physical, psychological, emotional and social health
- Thrill of winning
- Practice of spirituality
- Action taken on feedback
- Listening to and hearing of employees

1.11 Self interest model of recreation
Indian corporate houses can be seen flooded with over-stressed employees trying to attain strength from their cups of coffee and puffs of cigarettes. Most employees report for work on time and work for unlimited hours. That the company stands to earn more if employees put in additional work hours is only a myth. Hunched shoulders, stooped back, discomfort, fatigue, tension, depression, poor eyesight, irritability and obesity are only a few of the problems. Lack of care can lead to long-term ailments, wherein not only the person concerned, but his entire family has to suffer. Opportunities provisioned for physical, intellectual, emotional and social development of employees not only benefit an individual but also the organisation in the long term.

1.12 Group-value model of recreation

Project specific task forces, Quality circle teams and flexible matrix core organisations are the characteristic features of modern organisations. Significance attached to team work, communications and interpersonal relations in the prevalent organisational context cannot be overestimated. Group engagement and leadership development games planned and executed by the management combining recreation with organisational development needs, synthesise group-value model of recreation in the organisations.

1.13 Employee contribution

Higher than expected performance on the job is the most important contribution an employee can make to his organization. But most enterprises in today's competitive world need to constantly improve to remain profitable or effective. The experience and insights of the workforce are a valuable source for those improvements. Employee contribution is the confluence of net flow of different contributory streams. In a nutshell, it may be visualised as a sum total of all actions taken by an employee of an organisation which help positively aggregate gross value of the organisation. Employee performance for example, is one of the parameters of employee contribution.

\[
\text{Performance/Results} = (\text{abilities, skill, knowledge & experience}) \times (\text{positive attitude & behaviors, motivation, alignment, inspiration, engagement}) \quad (\text{Doug Brown, 2010}).
\]

Demands and the resources to meet them change rapidly and are often out of balance. Equipment may have to be adjusted or replaced and processes may have to be revamped to keep up with these variations or shortfalls. While managers are paid to stay on top of these developments, staff members have specialized knowledge and a vantage point on the firing
line that can spot problems early and formulate practical solutions. However, human resources need to be continuously developed to match these expectations and never allowed to fall short of the requisite standards.

Employee contribution is an outcome of a quality of leadership available in the organisation and is measurable. Recreational facilities and recreation activities is hypothesised as one of its important predictors, which is the focus of this research study.

### 1.14 Multi Dimensional Model of Employee Contribution

Multiple dimensions measured employing research tools (questionnaire) in this dissertation are enumerated as under:

- Employee performance in the last two years
- Organisational civic behaviour
- Commitment and loyalty affecting turnover
- Pride in his organisation radiating a positive influence all around himself/herself
- Level of happiness over last two years
- Development of leadership skills over last two years
- Improvement in team skills in the last two years
- Participation in open and free communications and organisation culture
- Alignment of attitude with organisational values
- Enjoying his/her job and driving intrinsic motivation
- Inculcating mutual trust and support
- Effective work/life balance
- Improved physical health
- Improved psychological health
- Improved social health
- Improved emotional health
- Development of capacity to enjoy thrill of winning

Factors measuring employee contribution, subjected to factor analysis have been studied as main dimensions of the dependable variable:

### 1.14.1 Employee Performance
Simply put employee performance is the level of accomplishment of tasks and targets met, measured against the expectations of the assigned role. A supervisor directs employee performance by guiding and influencing people to perform well, communicating with them, creating motivation and handling conflicts and problems. Performance feedback is a significant element of high and accurate employee performance.

1.14.2 Organisational Civic Behaviour

All behaviour is motivated. A highly motivated staff will be a high performer. He will work hard towards achieving the organisation’s goals. Enabling this is the point of directive function of supervision. Organisational civic action behaviour of employees is what that distinguishes superior organisations from just good ones. Good citizens of the organisations are committed, satisfied employees who perform above and beyond expectations by doing extra things that can help the organisation and those it serves. Organisations cannot meet their mission without staff who are good citizens.

1.14.3 Interpersonal Skills

Team work and communication are the ‘sine qua non’ of today’s progressive organisations. Enterprises with better team skills and effective communications record higher growth and productivity. Developing interpersonal skills in employees therefore is a key result area for the organisations. Recreation activities and games help achieving this goal.

1.14.4 Retention

Organisations incur high expenditure in recruitment, selection and development of employees. High turnover rate implies higher expenditure and lost revenue. Motivated and satisfied workers prefer not to depart their organisations.

1.14.5 Absenteeism and Rate of Accidents

Lost working hours due to absenteeism of a trained employee or not inevitable accidents cost high to the detriment of profitability of organisations. Well trained and committed employees can bring down this expenditure drastically.

1.14.6 Job Satisfaction
Job satisfaction can impinge on the organisational growth in multiple ways. One outcome of highly satisfied employees is that they display higher organisational civic behaviour. In addition, they are committed, loyal and faithful to their organisations.

### 1.15 Need and Rationale of the Study

In today’s Information Revolution organisational environment cut throat competition where companies need to deliver nothing but the best, what is coming to the limelight is that a sizeable proportion of employees suffers from health related problems and early burnouts - both physically and psychologically- that are mostly work generated. The effective and directive position of organisations in the society firmly depends on its perfect coordination in the direction of social expectations – again both internal and external. The effectiveness level of an organisation necessitates adequate organisational structure, satisfactory resources, consistent policies based on scientific and technological developments and healthy, motivated, qualified and satisfied employees with appealing working conditions. It is not argued that human being is the most important resource in any organisation. Although an organisation has organic, physical, and economic conditions for effectiveness, the creative performance of the organisation may not be promising unless the human being who is responsible for creativity in an organisation has attached importance and his/her needs and expectations are taken into consideration. Attitudinal change in the employee to mesh with values and culture of the organisation in the dynamic environment cannot be achieved overnight but with calibrated recreational experiences over a period of time. Then, it is possible to assert that significance of recreational facilities in an organisation is central and the outcome is healthy, committed, satisfied and optimally performing employee. Positive reputation of organisations travels rapidly helping to attract better potential employees, retention, neutralising absenteeism, higher than expected performance and better organisational civic behaviour- in a nutshell, higher employee contribution.

There is therefore a need to study the impact of well-planned, comprehensive health promotion and recreation strategy dovetailed into overall corporate strategy that can help ramping employee contribution. Recreational facilities, it is argued that while expediting the organisation on its growth path through higher employee contribution, create happiness and effectiveness all around, making organisational climate very congenial. The following are some of the potential benefits accrued:

- Employees can cope better with stressful work situations.
- Absenteeism, work accidents and injuries can be reduced.
- Improved physical capacity may improve work productivity.
In some cases, improved employee self-confidence and self-esteem.

- If the activities are perceived as fun and enhancing social contacts, employee morale may improve.
- Some activities and services may help to improve retention if they increase stickiness with the organisation.

Recreational facilities and recreational activities better align an employee’s belief and acceptance of organisational goals and values, foster employee willingness to exert extra effort on behalf of the organisation, a strong desire to keep up the membership, and most of all higher performance. Lower commitment creates the dilemmas that affect adversely, both-the effectiveness of organisations and cause employees to be less successful in their professional performance, or to leave the organisation. The poorly motivated employees may both create difficulties and cause roadblocks by their devious behaviours.

The researcher has addressed this need by studying how Recreational facilities impact Employee contribution in Indian organisations. If organisations are desirous of succeeding in the challenging milieu, they need to pay a serious attention to their recreational facilities. This forms the foundation for the discussion of two important themes in contemporary organisational research. The first attempts to establish the format and content of recreational facilities in organisations and the second empirical study of the impact in many different organisations and settings.

### 1.16 Purpose of the study

This study is conducted to enhance our understanding of recreation and recreational facilities as identified in the organisational literature. Additionally, the study analyses the impact of recreational facilities on employee contribution in Indian organisations as an organisational outcome. Further, these work related outcome variables are extremely important to the very survival of organisations in the Information revolution era and the consequent paradigm shift. The study intends to contribute to the corporate sector in several theoretical and practical ways.

### 1.17 Objectives of the study

The present study was undertaken with the following major objectives:

1. To map employees’ perception towards availability of recreational facilities.
2. To map employees’ perception towards planning and conducting of recreation activities.

3. To find employees’ perception towards perceived contribution as a result of recreational facilities and activities.

4. To find out the relationship between organisational recreational facilities and employee contribution.

5. To find out relationship between organisational recreation activities and employee contribution.

6. To find out whether organizational recreational facilities and recreation activities influence employee contribution.

7. To find out differences across demographics and perceived organisational facilities.

8. To find out differences across demographics and perceived recreation activities.

9. To find out differences across demographics and perceived employees contribution.

1.18 Resume of succeeding chapters

The chapter in hand deals with the introduction of the study. It includes the need for the research study, statement of the problem and objectives of the study. The second chapter is review of the related literature. The third chapter describes the methodology of the study. The fourth chapter embodies the analysis and interpretation of data. The fifth chapter deals with summary, recommendations, limitations, implications and conclusion for the research. Bibliography and appendices have been included in the end.