

ORGANIZATIONAL BEHAVIOR

ABOUT THE TUTORIAL

ORGANIZATIONAL BEHAVIOR IS A COMBINATION OF RESPONSES TO EXTERNAL AND INTERNAL STIMULI BY A PERSON AS AN INDIVIDUAL OR AS A PART OF A GROUP. THIS IS A BRIEF INTRODUCTORY TUTORIAL THAT EXPLAINS THE METHODOLOGIES APPLIED IN THE RAPIDLY GROWING AREA OF ORGANIZATIONAL BEHAVIOR IN AN ORGANIZATION.

AUDIENCE

THIS TUTORIAL WILL BE USEFUL FOR STUDENTS FROM MANAGEMENT STREAMS WHO ASPIRE TO LEARN THE BASICS OF ORGANIZATIONAL BEHAVIOR. PROFESSIONALS, ESPECIALLY PROJECT MANAGERS, REGARDLESS OF WHICH SECTOR OR INDUSTRY THEY BELONG TO, CAN USE THIS TUTORIAL TO LEARN HOW TO APPLY THE METHODS OF ORGANIZATIONAL BEHAVIOR IN THEIR RESPECTIVE PROJECT ENVIRONMENTS.

PREREQUISITES

THE READERS OF THIS TUTORIAL ARE EXPECTED TO HAVE A BASIC UNDERSTANDING OF HOW A PROJECT MANAGER WOULD DEAL WITH A COMPLEX PROJECT HAVING MULTIPLE DIMENSIONS AND ACCOMPLISH IT WITHOUT OVERSHOOTING HIS RESOURCES.

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1. OB – INTRODUCTION

ORGANIZATIONAL BEHAVIOR (OB) CAN BE DEFINED AS THE UNDERSTANDING, PREDICTION AND MANAGEMENT OF HUMAN BEHAVIOR BOTH INDIVIDUALLY OR IN A GROUP THAT OCCUR WITHIN AN ORGANIZATION.

INTERNAL AND EXTERNAL PERSPECTIVES ARE THE TWO THEORIES OF HOW ORGANIZATIONAL BEHAVIOR CAN BE VIEWED FROM AN ORGANIZATION'S POINT OF VIEW. IN THIS TUTORIAL, WE WILL BE LEARNING IN DETAIL ABOUT BOTH THE THEORIES.

IMPORTANCE OF OB

WHILE WORKING IN AN ORGANIZATION, IT IS VERY IMPORTANT TO UNDERSTAND OTHERS BEHAVIOR AS WELL AS MAKE OTHERS UNDERSTAND OURS. IN ORDER TO MAINTAIN A HEALTHY WORKING ENVIRONMENT, WE NEED TO ADAPT TO THE ENVIRONMENT AND UNDERSTAND THE GOALS WE NEED TO ACHIEVE. THIS CAN BE DONE EASILY IF WE UNDERSTAND THE IMPORTANCE OF OB.

FOLLOWING POINTS BRING OUT THE IMPORTANCE OF OB:

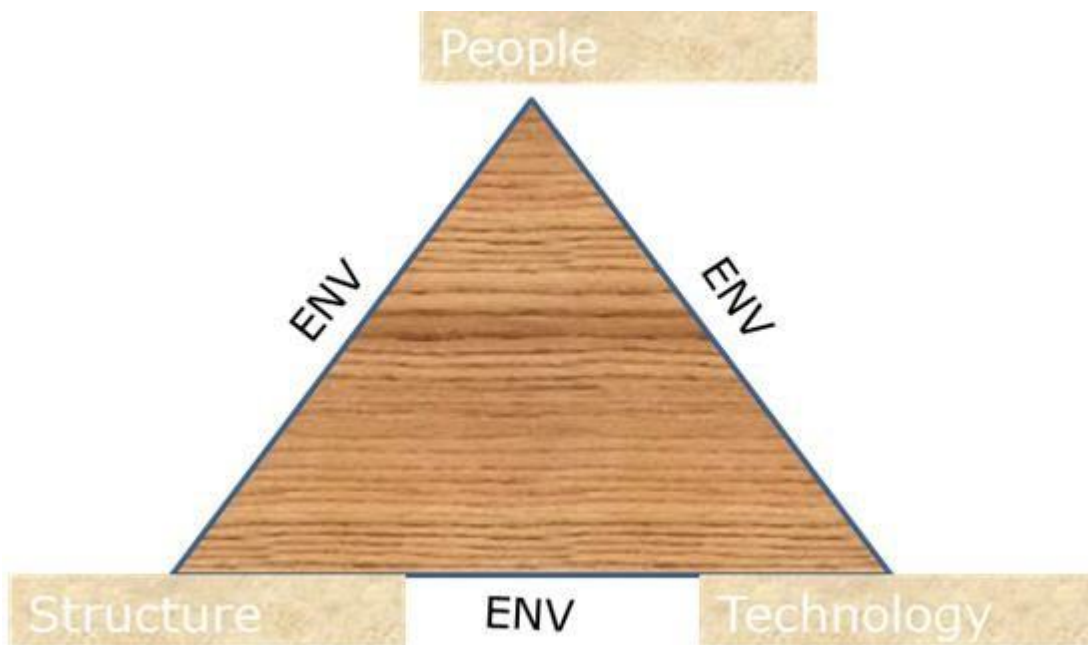
- IT HELPS IN EXPLAINING THE INTERPERSONAL RELATIONSHIPS EMPLOYEES SHARE WITH EACH OTHER AS WELL AS WITH THEIR HIGHER AND LOWER SUBORDINATES.
- THE PREDICTION OF INDIVIDUAL BEHAVIOR CAN BE EXPLAINED.
- IT BALANCES THE CORDIAL RELATIONSHIP IN AN ENTERPRISE BY MAINTAINING EFFECTIVE COMMUNICATION.
- IT ASSISTS IN MARKETING.
- IT HELPS MANAGERS TO ENCOURAGE THEIR SUB-ORDINATES.
- ANY CHANGE WITHIN THE ORGANIZATION CAN BE MADE EASIER.
- IT HELPS IN PREDICTING HUMAN BEHAVIOR & THEIR APPLICATION TO ACHIEVE ORGANIZATIONAL GOALS.
- IT HELPS IN MAKING THE ORGANIZATION MORE EFFECTIVE.

THUS STUDYING ORGANIZATIONAL BEHAVIOR HELPS IN RECOGNIZING THE PATTERNS OF HUMAN BEHAVIOR AND IN TURN THROW LIGHT ON HOW THESE PATTERNS PROFOUNDLY INFLUENCE THE PERFORMANCE OF AN ORGANIZATION.

2. DETERMINANTS OF OB

THERE ARE THREE MAJOR FACTORS THAT AFFECT OB. THE WORKING ENVIRONMENT BEING THE BASE FOR ALL THREE FACTORS, THEY ARE ALSO KNOWN AS THE DETERMINANTS OF OB. THE THREE DETERMINANTS ARE:

- PEOPLE
- STRUCTURE
- TECHNOLOGY



PEOPLE

AN ORGANIZATION CONSISTS OF PEOPLE WITH DIFFERENT TRAITS, PERSONALITY, SKILLS, QUALITIES, INTERESTS, BACKGROUND, BELIEFS, VALUES AND INTELLIGENCE. IN ORDER TO MAINTAIN A HEALTHY ENVIRONMENT, ALL THE EMPLOYEES SHOULD BE TREATED EQUALLY AND BE JUDGED ACCORDING TO THEIR WORK AND OTHER ASPECTS THAT AFFECTS THE FIRM.

EXAMPLE: A COMPANY OFFERS CAMPUS PLACEMENT TO TRAINEES FROM DIFFERENT STATES LIKE ORISSA, HARYANA, ARUNACHAL PRADESH AND MANY MORE. HOWEVER, DURING AND AFTER TRAINING, ALL TRAINEES ARE EXAMINED ONLY ON THE BASIS OF THEIR PERFORMANCE IN THE TASKS ASSIGNED.

ORGANIZATIONAL STRUCTURE

2. DETERMINANTS OF OB

STRUCTURE IS THE LAYOUT DESIGN OF AN ORGANIZATION. IT IS THE CONSTRUCTION AND ARRANGEMENT OF RELATIONSHIPS, STRATEGIES ACCORDING TO THE ORGANIZATIONAL GOAL.

EXAMPLE: ORGANIZATIONAL STRUCTURE DEFINES THE RELATION OF A MANAGER WITH EMPLOYEES AND CO- WORKERS.

TECHNOLOGY

TECHNOLOGY CAN BE DEFINED AS THE IMPLEMENTATION OF SCIENTIFIC KNOWLEDGE FOR PRACTICAL USAGE. IT ALSO PROVIDES THE RESOURCES REQUIRED BY THE PEOPLE THAT AFFECT THEIR WORK AND TASK PERFORMANCE IN THE RIGHT DIRECTION.

EXAMPLE: INTRODUCTION OF SAP, BIG DATA AND OTHER SOFTWARE IN THE MARKET DETERMINES INDIVIDUAL AND ORGANIZATIONAL PERFORMANCE.

ENVIRONMENT

ALL COMPANIES FUNCTION WITHIN A GIVEN INTERNAL AND EXTERNAL ENVIRONMENT. INTERNAL ENVIRONMENT CAN BE DEFINED AS THE CONDITIONS, FACTORS, AND ELEMENTS WITHIN AN ENTERPRISE THAT INFLUENCES THE ACTIVITIES, CHOICES MADE BY THE FIRM, AND ESPECIALLY THE BEHAVIOR OF THE EMPLOYEES. WHILE EXTERNAL ENVIRONMENT CAN BE DEFINED AS OUTSIDE FACTORS THAT AFFECT THE COMPANY'S ABILITY TO OPERATE. SOME OF THEM CAN BE MANIPULATED BY THE COMPANY'S MARKETING, WHILE OTHERS REQUIRE THE COMPANY TO MAKE ADJUSTMENTS.

SOME **EXAMPLES OF INTERNAL ENVIRONMENT** INCLUDE EMPLOYEE MORALE, CULTURE CHANGES, FINANCIAL CHANGES OR ISSUES, AND SOME **EXAMPLES OF EXTERNAL ENVIRONMENT** INCLUDE POLITICAL FACTORS, CHANGES TO THE ECONOMY AND THE COMPANY ITSELF.

3. CONCEPTS OF OB

THE CONCEPT OF OB IS BASED ON TWO KEY ELEMENTS NAMELY:

- NATURE OF PEOPLE
- NATURE OF THE ORGANIZATION

NATURE OF PEOPLE

IN SIMPLE WORDS, NATURE OF PEOPLE IS THE BASIC QUALITIES OF A PERSON, OR THE CHARACTER THAT PERSONIFIES AN INDIVIDUAL THEY CAN BE SIMILAR OR UNIQUE. TALKING AT THE ORGANIZATIONAL LEVEL, SOME MAJOR FACTORS AFFECTING THE NATURE OF PEOPLE HAVE BEEN HIGHLIGHTED. THEY ARE:

- **INDIVIDUAL DIFFERENCE:** IT IS THE MANAGERIAL APPROACH TOWARDS EACH EMPLOYEE INDIVIDUALLY, THAT IS ONE-ON-ONE APPROACH AND NOT THE STATISTICAL APPROACH, THAT IS, AVOIDANCE OF SINGLE RULE. **EXAMPLE:** MANAGER SHOULD NOT BE BIASED TOWARDS ANY PARTICULAR EMPLOYEE RATHER SHOULD TREAT THEM EQUALLY AND TRY NOT TO JUDGE ANYONE ON ANY OTHER FACTOR APART FROM THEIR WORK.
- **PERCEPTION:** IT IS A UNIQUE ABILITY TO OBSERVE, LISTEN AND CONCLUDE SOMETHING. IT IS BELIEVING IN OUR SENSES. IN SHORT, THE WAY WE INTERPRET THINGS AND HAVE OUR POINT OF VIEW IS OUR PERCEPTION. **EXAMPLE:** AMAN THINKS LATE NIGHT PARTIES SPOIL YOUTH WHILE ANAMIKA THINKS LATE NIGHT PARTIES ARE A WAY OF MAKING NEW FRIENDS. HERE WE SEE BOTH AMAN AND ANAMIKA HAVE DIFFERENT PERCEPTION ABOUT THE SAME THING.
- **A WHOLE PERSON:** AS WE ALL KNOW THAT A PERSON'S SKILL OR BRAIN CANNOT BE EMPLOYED WE HAVE TO EMPLOYEE A WHOLE PERSON. SKILL COMES FROM BACKGROUND AND KNOWLEDGE. OUR PERSONAL LIFE CANNOT BE TOTALLY SEPARATED FROM OUR WORK LIFE, JUST LIKE EMOTIONAL CONDITIONS ARE NOT SEPARABLE FROM PHYSICAL CONDITIONS. SO, PEOPLE FUNCTION IS THE FUNCTIONING OF A TOTAL HUMAN BEING NOT A SPECIFIC FEATURE OF HUMAN BEING.
- **MOTIVATED BEHAVIOR:** IT IS THE BEHAVIOR IMPLANTED OR CAUSED BY SOME MOTIVATION FROM SOME PERSON, GROUP OR EVEN A SITUATION. IN AN ORGANIZATION, WE CAN SEE TWO DIFFERENT TYPES OF MOTIVATED EMPLOYEES:
 - **POSITIVE MOTIVATION:** ENCOURAGING OTHERS TO CHANGE THEIR BEHAVIOR OR SAY COMPLETE A TASK BY LURING THEM WITH PROMOTIONS

OR ANY OTHER PROFITS. EXAMPLE: "IF YOU COMPLETE THIS, YOU WILL GAIN THIS."

- **NEGATIVE MOTIVATION:** FORCING OR WARNING OTHERS TO CHANGE THEIR BEHAVIOR ELSE THERE CAN BE SERIOUS CONSEQUENCES. EXAMPLE: "IF YOU DON'T COMPLETE THIS, YOU WILL BE DEPRIVED FROM THE OFFICE."
- **VALUE OF PERSON:** EMPLOYEES WANT TO BE VALUED AND APPRECIATED FOR THEIR SKILLS AND ABILITIES FOLLOWED BY OPPORTUNITIES WHICH HELP THEM DEVELOP THEMSELVES.

NATURE OF ORGANIZATION

NATURE OF ORGANIZATION STATES THE MOTIVE OF THE FIRM. IT IS THE OPPORTUNITIES IT PROVIDES IN THE GLOBAL MARKET. IT ALSO DEFINES THE EMPLOYEES' STANDARD; IN SHORT, IT DEFINES THE CHARACTER OF THE COMPANY BY ACTING AS A MIRROR REFLECTION OF THE COMPANY. WE CAN UNDERSTAND THE NATURE OF ANY FIRM WITH ITS SOCIAL SYSTEM, THE MUTUAL INTEREST IT SHARES AND THE WORK ETHICS.

LET US TAKE A QUICK LOOK AT ALL THESE FACTORS:

- **SOCIAL SYSTEM:** EVERY ORGANIZATION SOCIALIZES WITH OTHER FIRMS, THEIR CUSTOMERS, OR SIMPLY THE OUTER WORLD, AND ALL OF ITS EMPLOYEES - THEIR OWN SOCIAL ROLES AND STATUS. THEIR BEHAVIOR IS MAINLY INFLUENCED BY THEIR GROUP AS WELL AS INDIVIDUAL DRIVES. SOCIAL SYSTEM ARE OF TWO TYPES NAMELY:
 - **FORMAL:** GROUPS FORMED BY PEOPLE WORKING TOGETHER IN A FIRM OR PEOPLE THAT BELONG TO THE SAME CLUB IS CONSIDERED AS **FORMAL SOCIAL SYSTEM. EXAMPLE:** A SUCCESS PARTY AFTER GETTING A PROJECT.
 - **INFORMAL:** A GROUP OF FRIENDS, PEOPLE SOCIALIZING WITH OTHERS FREELY, ENJOYING, PARTYING OR CHILLING. **EXAMPLE:** BIRTHDAY PARTY.
- **MUTUAL INTEREST:** EVERY ORGANIZATION NEEDS PEOPLE AND PEOPLE NEED ORGANIZATIONS TO SURVIVE AND PROSPER. BASICALLY IT'S A MUTUAL UNDERSTANDING BETWEEN THE ORGANIZATION AND THE EMPLOYEES THAT HELPS BOTH REACH THEIR RESPECTIVE OBJECTIVES. **EXAMPLE:** WE DEPOSIT OUR MONEY IN THE BANK, IN RETURN THE BANK GIVES US LOAN, INTEREST, ETC.
- **ETHICS:** THEY ARE THE MORAL PRINCIPLES OF AN INDIVIDUAL, GROUP, AND ORGANIZATION. IN ORDER TO ATTRACT AND KEEP VALUABLE EMPLOYEES, ETHICAL TREATMENT IS NECESSARY AND SOME MORAL STANDARDS NEED TO BE SET. IN FACT, COMPANIES ARE NOW ESTABLISHING CODE OF ETHICS TRAINING REWARD FOR NOTABLE ETHICAL BEHAVIOR.

4. SCOPE OF OB

IN A VERY BROAD SENSE, THE **SCOPE OF OB** IS THE EXTENT TO WHICH IT CAN GOVERN OR INFLUENCE THE OPERATIONS OF AN ORGANIZATION. THE SCOPE OF OB INTEGRATES 3 CONCEPTS RESPECTIVELY:

INDIVIDUAL BEHAVIOR

IT IS THE STUDY OF INDIVIDUAL'S PERSONALITY, LEARNING, ATTITUDES, MOTIVATION, AND JOB SATISFACTION. IN THIS STUDY, WE INTERACT WITH OTHERS IN ORDER TO STUDY ABOUT THEM AND MAKE OUR PERCEPTION ABOUT THEM.

EXAMPLE: THE PERSONAL INTERVIEW ROUND IS CONDUCTED TO INTERACT WITH CANDIDATES TO CHECK THEIR SKILLS, APART FROM THOSE MENTIONED IN THE RESUME.

INTER-INDIVIDUAL BEHAVIOR

IT IS THE STUDY CONDUCTED THROUGH COMMUNICATION BETWEEN THE EMPLOYEES AMONG THEMSELVES AS WELL AS THEIR SUBORDINATES, UNDERSTANDING PEOPLE'S LEADERSHIP QUALITIES, GROUP DYNAMICS, GROUP CONFLICTS, POWER AND POLITICS.

EXAMPLE: A MEETING TO DECIDE LIST OF NEW BOARD MEMBERS.

GROUP BEHAVIOR

GROUP BEHAVIOR STUDIES THE FORMATION OF ORGANIZATION, STRUCTURE OF ORGANIZATION AND EFFECTIVENESS OF ORGANIZATION. THE GROUP EFFORTS MADE TOWARDS THE ACHIEVEMENT OF ORGANIZATION'S GOAL IS GROUP BEHAVIOR. IN SHORT, IT IS THE WAY HOW A GROUP BEHAVES.

EXAMPLE: STRIKE, RALLY ETC.

5. FUNCTIONS OF A MANAGER

FUNCTIONS OF A MANAGER ARE THE VARIOUS ROLES PLAYED BY THE MANAGER IN AN ORGANIZATION. A MANAGER IS ACCOUNTABLE FOR ALL THE HAPPENINGS IN THE FIRM AND IS ANSWERABLE TO THE MANAGEMENT. THE SEVEN MAJOR ROLES PLAYED BY THE MANAGER ARE:

- PLANNING
- ORGANIZING
- STAFFING
- DIRECTING/LEADING
- COORDINATING
- REPORTING
- BUDGETING
- CONTROLLING

ROLES OF A MANAGER

NOW, LET US SEE WHAT EXACTLY ARE THESE ROLES AND THEIR IMPORTANCE. STARTING WITH THE FIRST ROLE.

- **PLANNING:** THE BASIC STEP REQUIRED FOR ANY PROJECT, BIG OR SMALL, IS THE PLANNING STAGE. THE MANAGER NEEDS TO PLAN THE SCHEDULE AND GIVE THE BLUEPRINT OF HOW THE TASK IS TO BE DONE WITH ALL THE NECESSARY DETAILS, AND ALSO THE MANAGER SHOULD HAVE A BACKUP PLAN THAT IF THIS DOESN'T WORK THEN WHAT NEXT. **EXAMPLE:** THERE IS A NEW PROJECT, HOW TO START, HUMAN RESOURCE REQUIRED, RESOURCES REQUIRED, ETC., EVERYTHING SHOULD BE PLANNED.
- **ORGANIZING:** NEXT COMES THE ORGANIZING PART, WHERE THE MANAGER NEEDS TO SYNCHRONIZE AND HAVE TO MAKE SURE EVERYTHING IS GOING ACCORDING TO THE PLAN. EVERYTHING SHOULD WORK AS PER THE PLAN, AND IF NOT THEN THE MANAGER NEEDS TO LOOK INTO THE ISSUE AND MAKE IT WORK AS PLANNED. **EXAMPLE:** A SOFTWARE TESTER IS REQUIRED, SO ORGANIZE THE VENUE, DATE AND TIME TO INTERVIEW THOSE ELIGIBLE FOR THE POST.
- **STAFFING:** IN SIMPLE WORDS, STAFFING MEANS GROUPING OF PEOPLE INTO DIFFERENT TEAMS AND ALLOTING DIFFERENT TASKS TO THEM. IF THE TEAM MEMBERS HAVE SOME DISPUTES THEN THE TEAM MEMBER NEEDS TO REPORT TO THE TEAM LEADER WHO WILL FORWARD IT TO THE MANAGER AND THE ISSUE WILL BE TAKEN CARE OF. **EXAMPLE:** ASSEMBLING A NEW TEAM FOR A

5. FUNCTIONS OF A MANAGER

NEW PROJECT.

- **DIRECTING/LEADING:** IT IS A MANAGER'S RESPONSIBILITY TO GUIDE THE EMPLOYEES IN ALL SITUATIONS IN ORDER TO AVOID CONFLICTS AND DELAY IN THE TASK. MANAGER HAS TO LEAD THE EMPLOYEES SO THAT THEY CAN GET A CLEAR IDEA ABOUT WHAT IS TO BE DONE AND HOW TO DO IT. **EXAMPLE:** A TEAM NEEDS A TEAM LEADER TO LOOK AFTER EACH TASK THAT IS ACCOMPLISHED, IN- PROCESS, OR ABORTED.

- **COORDINATING:** IT MEANS BRINGING ALL THE EMPLOYEES TOGETHER BY FORMING AN EFFICIENT RELATIONSHIP AND MAKING THEM FEEL COMFORTABLE TO SHARE THEIR VIEWS AND ISSUES FREELY. **EXAMPLE:** COORDINATING THE SCHEDULE FOR A PROJECT.
- **REPORTING:** THE MANAGER HAS TO KEEP UPDATED INFORMATION ABOUT ALL THE ONGOING TASKS, AND IT IS THE SOLE RESPONSIBILITY OF THE MANAGER TO REPORT THE UPDATED STATUS TO THE HIGHER AUTHORITIES; WHILE ALL THE EMPLOYEES ARE BOUND TO REPORT TO THE MANAGER. **EXAMPLE:** KEEPING THE RESPECTIVE DIRECTORS INFORMED ABOUT THE PROGRESS ON THEIR RESPECTIVE PROJECTS.
- **BUDGETING:** A TASK HAS TO BE COMPLETED WITHIN THE GIVEN TIME FRAME AS WELL AS IT SHOULD BE COST EFFICIENT. THE MANAGER NEEDS TO BE DOUBLE SURE THAT ALL THE AMOUNT INVESTED IN THE PROJECT DOESN'T EXCEED THE BUDGET GIVEN AND IN CASE OF IMBALANCE, THE BUDGETING MANAGER HAS TO REPORT TO THE MANAGEMENT. **EXAMPLE:** IF BUDGET ALLOWS TO PLACE THREE EMPLOYEES THEN FIVE EMPLOYEES CANNOT BE ASSIGNED FOR THE TASK.
- **CONTROLLING:** LAST BUT OF COURSE NOT THE LEAST ROLE PLAYED BY THE MANAGER IS HAVING EVERYTHING UNDER CONTROL. WHETHER IT IS THE BUDGET, OR RESOURCE ALLOCATION, EVERYTHING SHOULD BE IN ORDER. **EXAMPLE:** ALL MEMBERS OF A TEAM CANNOT BE GRANTED LEAVE ON THE SAME DAY, AS IT AFFECTS WORK DELIVERY.

VARIOUS CHALLENGES OF A MANAGER

WE HAVE SEEN THE DIFFERENT ROLES A MANAGER AS TO PLAY IN ORDER TO MAINTAIN THE WORKFLOW BALANCE IN AN ORGANIZATION. WITH ALL THESE RESPONSIBILITIES, THERE ARE SOME TOUGH CHALLENGES A MANAGER HAS TO DEAL WITH WHILE TRYING TO BALANCE EVERYTHING. FOLLOWING ARE SOME CHALLENGES A MANAGER HAS TO DEAL WITH:

- **MANAGING WORKFORCE DIVERSITY:** MANAGER SHOULDN'T CREATE OR ENCOURAGE DISCRIMINATION AMONG EMPLOYEES. EMPLOYEES FROM DIFFERENT BACKGROUND, CULTURE, AND ETHNICITY SHOULD BE TREATED AS EQUAL AND REWARDS SHOULD BE GIVEN ONLY ON THE BASIS OF WORK.
- **IMPROVING QUALITY AND PRODUCTIVITY:** IT IS THE SOLE RESPONSIBILITY OF THE MANAGER TO INCREASE THE PRODUCTIVITY WITHOUT HAMPERING THE QUALITY. IT CAN BE DONE IN TWO WAYS:
 - **TOTALLY QUALITY MANAGEMENT:** THAT IS CONSTANT FOCUS ON CUSTOMER SATISFACTION BY IMPROVING ORGANIZATIONAL PROCESS.
 - **PROCESS OF ENGINEERING:** FOCUSING ON THE MANUFACTURING OF

THE PRODUCT, SO THAT THE QUALITY IS NOT COMPROMISED.

- **RESPONDING TO LABOR STORAGE:** IF THERE IS A LABOR SHORTAGE THEN THE MANAGER SHOULD QUICKLY RESPOND TO SOLVE THIS PROBLEM BY ARRANGING FOR THE WORKFORCE REQUIRED SO THAT THE PRODUCT DELIVERY IS NOT DELAYED.
- **ERADICATION OF LABOR SHORTAGE:** THE MANAGER NEEDS TO TAKE QUICK ACTION, IF THERE IS A LABOR SHORTAGE AND SHOULD ASSURE WITH BACKUP PLANS SO THAT THERE IS NO LABOR SHORTAGE IN FUTURE.
- **IMPROVING CUSTOMER SERVICE:** MANAGER FACES THE CHALLENGE TO CONSTANTLY IMPROVE CUSTOMER SERVICE TO SURVIVE IN AN EVER-COMPETITIVE ENVIRONMENT.

- **IMPROVING ETHICAL BEHAVIOR:** MANAGERS SHOULD MAKE SURE THAT THE EMPLOYEES BEHAVE PROPERLY AND MAINTAIN THE DECORUM OF THE COMPANY. THESE ARE FEW MAJOR CHALLENGES A MANAGER FACES WHILE TRYING TO COMPLETE A PROJECT. TO MAINTAIN WORK-LIFE BALANCE AND FOR THE BETTERMENT OF THE ORGANIZATION, THE MANAGER SHOULD TRY LEVEL BEST TO RESOLVE THESE CHALLENGES.

6. OB – MODELS

ORGANIZATIONAL BEHAVIOR REFLECTS THE BEHAVIOR OF THE PEOPLE AND MANAGEMENT ALL TOGETHER, IT IS CONSIDERED AS FIELD STUDY NOT JUST A DISCIPLINE. A DISCIPLINE IS AN ACCEPTED SCIENCE THAT IS BASED UPON THEORETICAL FOUNDATION, WHEREAS OB IS AN INTER-DISCIPLINARY APPROACH WHERE KNOWLEDGE FROM DIFFERENT DISCIPLINES LIKE PSYCHOLOGY, SOCIOLOGY, ANTHROPOLOGY, ETC. ARE INCLUDED. IT IS USED TO SOLVE ORGANIZATIONAL PROBLEMS, ESPECIALLY THOSE RELATED TO HUMAN BEINGS.

THERE ARE FOUR DIFFERENT TYPES OF MODELS IN OB. WE WILL THROW SOME LIGHT ON EACH OF THESE FOUR MODELS.

AUTOCRATIC MODEL

THE ROOT LEVEL OF THIS MODEL IS POWER WITH A MANAGERIAL ORIENTATION OF AUTHORITY. THE EMPLOYEES IN THIS MODEL ARE ORIENTED TOWARDS OBEDIENCE AND DISCIPLINE. THEY ARE DEPENDENT ON THEIR BOSS. THE EMPLOYEE REQUIREMENT THAT IS MET IS SUBSISTENCE. THE PERFORMANCE RESULT IS LESS.

THE MAJOR DRAWBACKS OF THIS MODEL ARE PEOPLE ARE EASILY FRUSTRATED, INSECURITY, DEPENDENCY ON THE SUPERIORS, MINIMUM PERFORMANCE BECAUSE OF MINIMUM WAGE.

CUSTODIAL MODEL

THE ROOT LEVEL OF THIS MODEL IS ECONOMIC RESOURCES WITH A MANAGERIAL ORIENTATION OF MONEY. THE EMPLOYEES IN THIS MODEL ARE ORIENTED TOWARDS SECURITY AND BENEFITS PROVIDED TO THEM. THEY ARE DEPENDENT ON THE ORGANIZATION. THE EMPLOYEE REQUIREMENT THAT IS MET IS SECURITY.

THIS MODEL IS ADAPTED BY FIRMS HAVING HIGH RESOURCES AS THE NAME SUGGEST. IT IS DEPENDENT ON ECONOMIC RESOURCES. THIS APPROACH DIRECTS TO DEPEND ON FIRM RATHER THAN ON MANAGER OR BOSS. THEY GIVE PASSIVE COOPERATION AS THEY ARE SATISFIED BUT NOT STRONGLY ENCOURAGED.

SUPPORTIVE MODEL

THE ROOT LEVEL OF THIS MODEL IS LEADERSHIP WITH A MANAGERIAL ORIENTATION OF SUPPORT. THE EMPLOYEES IN THIS MODEL ARE ORIENTED

TOWARDS THEIR JOB PERFORMANCE AND PARTICIPATION. THE EMPLOYEE REQUIREMENT THAT IS MET IS STATUS AND RECOGNITION. THE PERFORMANCE RESULT IS AWAKENED DRIVES.

THIS MODEL IS DEPENDENT ON LEADERSHIP STRIVE. IT GIVES A CLIMATE TO HELP EMPLOYEES GROW AND ACCOMPLISH THE JOB IN THE INTEREST OF THE ORGANIZATION. MANAGEMENT JOB IS TO ASSIST THE EMPLOYEE'S JOB PERFORMANCE. EMPLOYEES FEEL A SENSE OF PARTICIPATION.

COLLEGIAL MODEL

THE ROOT LEVEL OF THIS MODEL IS PARTNERSHIP WITH A MANAGERIAL ORIENTATION OF TEAMWORK. THE EMPLOYEES IN THIS MODEL ARE ORIENTED TOWARDS RESPONSIBLE BEHAVIOR AND SELF-DISCIPLINE. THE EMPLOYEE REQUIREMENT THAT IS MET IS SELF-ACTUALIZATION. THE PERFORMANCE RESULT IS MODERATE ZEAL.

THIS IS AN EXTENSION OF SUPPORTIVE MODEL. THE TEAM WORK APPROACH IS ADAPTED FOR THIS MODEL. SELF-DISCIPLINE IS MAINTAINED. WORKERS FEEL AN OBLIGATION TO UPHOLD QUALITY STANDARD FOR THE BETTER IMAGE OF THE COMPANY. A SENSE OF "ACCEPT" AND "RESPECT" IS SEEN.

7. LEARNING

LEARNING CAN BE DEFINED AS THE PERMANENT CHANGE IN BEHAVIOR DUE TO DIRECT AND INDIRECT EXPERIENCE. IT MEANS CHANGE IN BEHAVIOR, ATTITUDE DUE TO EDUCATION AND TRAINING, PRACTICE AND EXPERIENCE. IT IS COMPLETED BY ACQUISITION OF KNOWLEDGE AND SKILLS, WHICH ARE RELATIVELY PERMANENT.

NATURE OF LEARNING

NATURE OF LEARNING MEANS THE CHARACTERISTIC FEATURES OF LEARNING. LEARNING INVOLVES CHANGE; IT MAY OR MAY NOT GUARANTEE IMPROVEMENT. IT SHOULD BE PERMANENT IN NATURE, THAT IS LEARNING IS FOR LIFELONG.

THE CHANGE IN BEHAVIOR IS THE RESULT OF EXPERIENCE, PRACTICE AND TRAINING. LEARNING IS REFLECTED THROUGH BEHAVIOR.

FACTORS AFFECTING LEARNING

LEARNING IS BASED UPON SOME KEY FACTORS THAT DECIDE WHAT CHANGES WILL BE CAUSED BY THIS EXPERIENCE. THE KEY ELEMENTS OR THE MAJOR FACTORS THAT AFFECT LEARNING ARE MOTIVATION, PRACTICE, ENVIRONMENT, AND MENTAL GROUP.

COMING BACK TO THESE FACTORS LET US HAVE A LOOK ON THESE FACTORS:

- **MOTIVATION:** THE ENCOURAGEMENT, THE SUPPORT ONE GETS TO COMPLETE A TASK, TO ACHIEVE A GOAL IS KNOWN AS MOTIVATION. IT IS A VERY IMPORTANT ASPECT OF LEARNING AS IT ACTS GIVES US A POSITIVE ENERGY TO COMPLETE A TASK. **EXAMPLE:** THE COACH MOTIVATED THE PLAYERS TO WIN THE MATCH.
- **PRACTICE:** WE ALL KNOW THAT "PRACTICE MAKES US PERFECT". IN ORDER TO BE A PERFECTIONIST OR AT LEAST COMPLETE THE TASK, IT IS VERY IMPORTANT TO PRACTICE WHAT WE HAVE LEARNT. **EXAMPLE:** WE CAN BE A PROGRAMMER ONLY WHEN WE EXECUTE THE CODES WE HAVE WRITTEN.
- **ENVIRONMENT:** WE LEARN FROM OUR SURROUNDINGS, WE LEARN FROM THE PEOPLE AROUND US. THEY ARE OF TWO TYPES OF ENVIRONMENT – INTERNAL AND EXTERNAL. **EXAMPLE:** A CHILD WHEN AT HOME LEARNS FROM THE FAMILY WHICH IS AN INTERNAL ENVIRONMENT, BUT WHEN SENT TO SCHOOL IT IS AN EXTERNAL ENVIRONMENT.
- **MENTAL GROUP:** IT DESCRIBES OUR THINKING BY THE GROUP OF PEOPLE

WE CHOSE TO HANG OUT WITH. IN SIMPLE WORDS, WE MAKE A GROUP OF THOSE PEOPLE WITH WHOM WE CONNECT. IT CAN BE FOR A SOCIAL CAUSE WHERE PEOPLE WITH THE SAME MENTALITY WORK IN THE SAME DIRECTION.

EXAMPLE: A GROUP OF READERS, TRAVELERS, ETC.

THESE ARE THE MAIN FACTORS THAT INFLUENCE WHAT A PERSON LEARNS, THESE ARE THE ROOT LEVEL FOR OUR BEHAVIOR AND EVERYTHING WE DO IS CONNECTED TO WHAT WE LEARN.

HOW LEARNING OCCURS?

LEARNING CAN BE UNDERSTOOD CLEARLY WITH THE HELP OF SOME THEORIES THAT WILL EXPLAIN OUR BEHAVIOR. SOME OF THE REMARKABLE THEORIES ARE:

- CLASSICAL CONDITIONING THEORY
- OPERANT CONDITIONING THEORY
- SOCIAL LEARNING THEORY
- COGNITIVE LEARNING THEORY

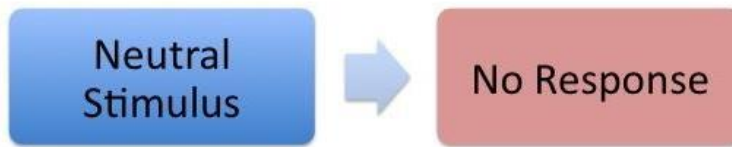
CLASSICAL CONDITIONING THEORY

THE CLASSICAL CONDITIONING OCCURS WHEN A CONDITIONED STIMULUS IS COUPLED WITH AN UNCONDITIONED STIMULUS. USUALLY, THE CONDITIONED STIMULUS (CS) IS AN IMPARTIAL STIMULUS LIKE THE SOUND OF A TUNING FORK, THE UNCONDITIONED STIMULUS (US) IS BIOLOGICALLY EFFECTIVE LIKE THE TASTE OF FOOD AND THE UNCONDITIONED RESPONSE (UR) TO THE UNCONDITIONED STIMULUS IS AN UNLEARNED REFLEX RESPONSE LIKE SALIVATION OR SWEATING.

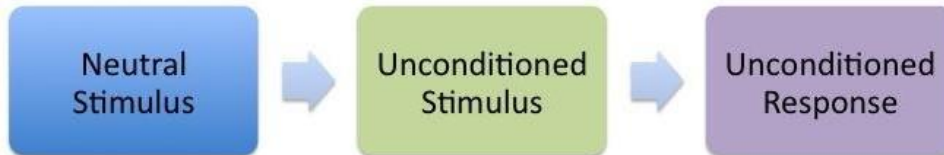
AFTER THIS COUPLING PROCESS IS REPEATED (FOR EXAMPLE, SOME LEARNING MAY ALREADY OCCUR AFTER A SINGLE COUPLING), AN INDIVIDUAL SHOWS A CONDITIONED RESPONSE (CR) TO THE CONDITIONED STIMULUS, WHEN THE CONDITIONED STIMULUS IS PRESENTED ALONE. THE CONDITIONED RESPONSE IS MOSTLY SIMILAR TO THE UNCONDITIONED RESPONSE, BUT UNLIKE THE UNCONDITIONED RESPONSE, IT MUST BE ACQUIRED THROUGH EXPERIENCE AND IS NEARLY IMPERMANENT.

Classical Conditioning

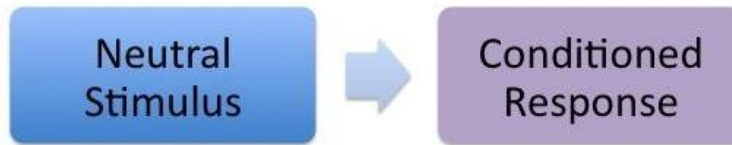
Before Conditioning



During Conditioning



After Conditioning



OPERANT CONDITIONING THEORY

OPERANT CONDITIONING THEORY IS ALSO KNOWN AS INSTRUMENTAL CONDITIONING. THIS THEORY IS A LEARNING PROCESS IN WHICH BEHAVIOR IS SENSITIVE TO, OR CONTROLLED BY ITS OUTCOMES.

LET'S TAKE AN EXAMPLE OF A CHILD. A CHILD MAY LEARN TO OPEN A BOX TO GET THE CANDY INSIDE, OR LEARN TO AVOID TOUCHING A HOT STOVE. IN COMPARISON, THE CLASSICAL CONDITIONING DEVELOPS A RELATIONSHIP BETWEEN A STIMULUS AND A BEHAVIOR. THE EXAMPLE CAN BE FURTHER ELABORATED AS THE CHILD MAY LEARN TO SALIVATE AT THE SIGHT OF CANDY, OR TO TREMBLE AT THE SIGHT OF AN ANGRY PARENT.

IN THE 20TH CENTURY, THE STUDY OF ANIMAL LEARNING WAS COMMANDED BY THE ANALYSIS OF THESE TWO SORTS OF LEARNING, AND THEY ARE STILL AT THE CORE OF BEHAVIOR ANALYSIS.

Operant Conditioning

	Reinforcement Increase Behavior	Punishment Decrease Behavior
Positive Stimulus (something added)	Positive Reinforcement Add something to increase behavior	Positive Punishment Add something to decrease behavior
Negative Stimulus (something removed)	Negative Reinforcement Remove something to increase behavior	Negative Punishment Remove something to decrease behavior

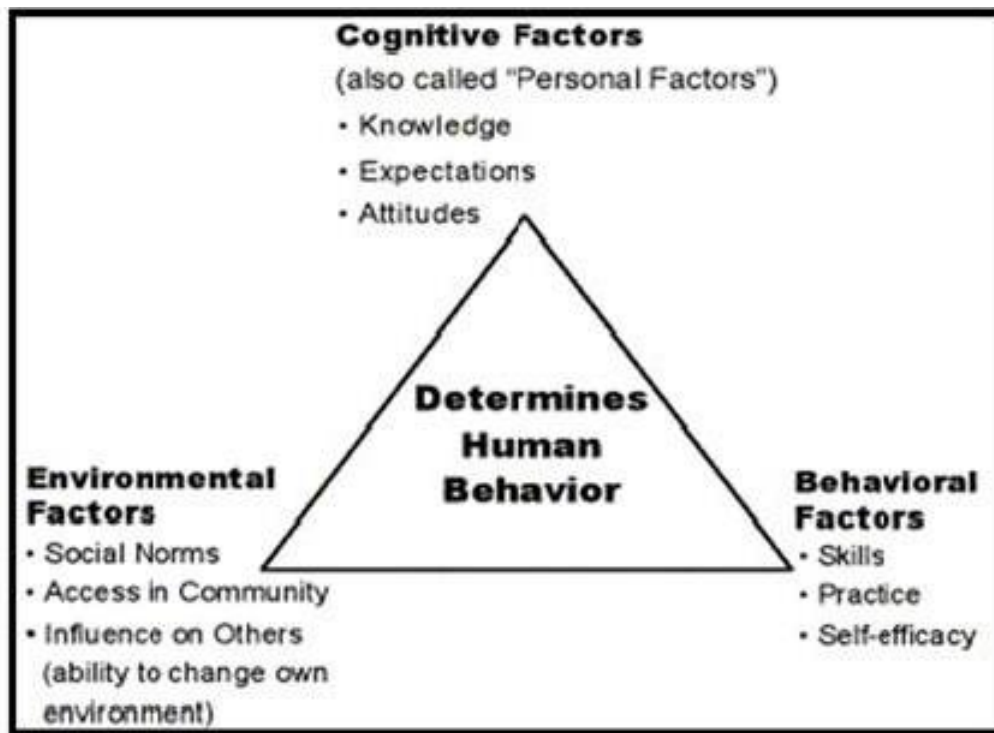
SOCIAL LEARNING THEORY

THE KEY ASSUMPTIONS OF SOCIAL LEARNING THEORY ARE AS FOLLOWS:

- LEARNING IS NOT EXACTLY BEHAVIORAL, INSTEAD IT IS A COGNITIVE PROCESS THAT TAKES PLACE IN A SOCIAL CONTEXT.
- LEARNING CAN OCCUR BY OBSERVING A BEHAVIOR AND BY OBSERVING THE OUTCOMES OF THE BEHAVIOR (KNOWN AS VICARIOUS REINFORCEMENT).

- LEARNING INCLUDES OBSERVATION, EXTRACTION OF INFORMATION FROM THOSE OBSERVATIONS, AND MAKING DECISIONS REGARDING THE PERFORMANCE OF THE BEHAVIOR (KNOWN AS OBSERVATIONAL LEARNING OR MODELING). THUS, LEARNING CAN OCCUR BEYOND AN OBSERVABLE CHANGE IN BEHAVIOR.

- REINFORCEMENT PLAYS AN IMPORTANT ROLE IN LEARNING BUT IS NOT COMPLETELY RESPONSIBLE FOR LEARNING.
- THE LEARNER IS NOT A PASSIVE RECEIVER OF INFORMATION. UNDERSTANDING, ENVIRONMENT, AND BEHAVIOR ALL MUTUALLY INFLUENCE EACH OTHER.



Social Learning Theory

COGNITIVE LEARNING THEORY

COGNITION DEFINES A PERSON'S IDEAS, THOUGHTS, KNOWLEDGE, INTERPRETATION, UNDERSTANDING ABOUT HIMSELF AND ENVIRONMENT.

THIS THEORY CONSIDERS LEARNING AS THE OUTCOME OF DELIBERATE THINKING ON A PROBLEM OR SITUATION BASED UPON KNOWN FACTS AND RESPONDING IN AN OBJECTIVE AND MORE ORIENTED MANNER. IT PERCEIVES THAT A PERSON LEARNS THE MEANING OF VARIOUS OBJECTS AND EVENTS AND ALSO LEARNS THE RESPONSE DEPENDING UPON THE MEANING ASSIGNED TO THE STIMULI.

THIS THEORY DEBATES THAT THE LEARNER FORMS A COGNITIVE STRUCTURE IN MEMORY WHICH STORES ORGANIZED INFORMATION ABOUT THE VARIOUS EVENTS THAT OCCURS.

LEARNING & ORGANIZATIONAL BEHAVIOR

AN INDIVIDUAL'S BEHAVIOR IN AN ORGANIZATION IS DIRECTLY OR INDIRECTLY AFFECTED BY LEARNING.

EXAMPLE: EMPLOYEE SKILL, MANAGER'S ATTITUDE ARE ALL LEARNED.

BEHAVIOR CAN BE IMPROVED BY FOLLOWING THE LISTED TIPS:

- REDUCING ABSENTEEISM BY REWARDING EMPLOYEES FOR THEIR FAIR ATTENDANCE.
- IMPROVING EMPLOYEE DISCIPLINE BY DEALING WITH EMPLOYEE'S UNDESIRABLE BEHAVIOR, DRINKING AT WORKPLACE, STEALING, COMING LATE, ETC. BY TAKING APPROPRIATE ACTIONS LIKE ORAL REPRIMANDS, WRITTEN WARNINGS AND SUSPENSION.
- DEVELOPING TRAINING PROGRAMS MORE OFTEN SO AS TO GRAB THE TRAINEES' ATTENTION, PROVIDE REQUIRED MOTIVATIONAL PROPERTIES ETC.

8. PERSONALITY

THE WORD PERSONALITY IS DERIVED FROM A GREEK WORD "*PERSONA*" WHICH MEANS "TO SPEAK THROUGH." PERSONALITY IS THE COMBINATION OF CHARACTERISTICS OR QUALITIES THAT FORMS A PERSON'S UNIQUE IDENTITY. IT SIGNIFIES THE ROLE WHICH A PERSON PLAYS IN PUBLIC. EVERY INDIVIDUAL HAS A UNIQUE, PERSONAL AND MAJOR DETERMINANT OF HIS BEHAVIOR THAT DEFINES HIS/HER PERSONALITY.

PERSONALITY TRAIT IS BASICALLY INFLUENCED BY TWO MAJOR FEATURES:

- INHERITED CHARACTERISTICS
- LEARNED CHARACTERISTICS

INHERITED CHARACTERISTICS

THE FEATURES AN INDIVIDUAL ACQUIRES FROM THEIR PARENTS OR FOREFATHERS, IN OTHER WORDS THE GIFTED FEATURES AN INDIVIDUAL POSSESSES BY BIRTH IS CONSIDERED AS INHERITED CHARACTERISTICS. IT CONSISTS OF THE FOLLOWING FEATURES:

- COLOR OF A PERSON'S EYE
- RELIGION/RACE OF A PERSON
- SHAPE OF THE
NOSE
SHAPE OF
EARLOBES

LEARNED CHARACTERISTICS

NOBODY LEARNS EVERYTHING BY BIRTH. FIRST, OUR SCHOOL IS OUR HOME, THEN OUR SOCIETY, FOLLOWED BY EDUCATIONAL INSTITUTES. THE CHARACTERISTICS AN INDIVIDUAL ACQUIRES BY OBSERVING, PRACTICING, AND LEARNING FROM OTHERS AND THE SURROUNDINGS IS KNOWN AS LEARNED CHARACTERISTICS.

LEARNED CHARACTERISTICS INCLUDES THE FOLLOWING FEATURES:

- **PERCEPTION:** RESULT OF DIFFERENT SENSES LIKE FEELING, HEARING ETC.
- **VALUES:** INFLUENCES PERCEPTION OF A SITUATION, DECISION MAKING PROCESS.
- **PERSONALITY:** PATTERNS OF THINKING, FEELING, UNDERSTANDING AND BEHAVING.

- **ATTITUDE:** POSITIVE OR NEGATIVE ATTITUDE LIKE EXPRESSING ONE'S THOUGHT.

TRAITS OF PERSONALITY

PERSONALITY TRAITS ARE THE ENDURING FEATURES THAT DEFINE AN INDIVIDUAL'S BEHAVIOR. A PERSONALITY TRAIT IS A UNIQUE FEATURE IN AN INDIVIDUAL. PSYCHOLOGISTS RESOLVED THAT THERE ARE FIVE MAJOR PERSONALITY TRAITS AND EVERY INDIVIDUAL CAN BE CATEGORIZED INTO AT LEAST ONE OF THEM. THESE FIVE PERSONALITY TRAITS ARE:

- EXTROVERT

- NEUROTIC
- OPEN
- AGREEABLE
- CONSCIENTIOUS

MAJOR PERSONALITY ATTRIBUTES

FOLLOWING ARE THE FIVE MAJOR PERSONALITY ATTRIBUTES THAT INFLUENCE OB:

LOCUS OF CONTROL

LOCUS OF CONTROL IS THE CENTER OF CONTROL OF AN INDIVIDUAL'S CODE OF CONDUCT. PEOPLE CAN BE GROUPED INTO TWO CATEGORIES I.E., INTERNALS AND EXTERNALS RESPECTIVELY.

PEOPLE WHO CONSIDER THEMSELVES AS THE MASTERS OF THEIR OWN FATES ARE KNOWN AS INTERNALS, WHILE, THOSE WHO AFFIRM THAT THEIR LIVES ARE CONTROLLED BY OUTSIDE FORCES KNOWN AS EXTERNALS.

BEFORE MAKING ANY DECISION, INTERNALS ACTIVELY SEARCH FOR INFORMATION, THEY ARE ACHIEVEMENT DRIVEN, AND WANT TO COMMAND THEIR ENVIRONMENT. THUS, INTERNALS DO WELL ON JOBS THAT CRAVES COMPLEX INFORMATION PROCESSING, TAKING INITIATIVE AND INDEPENDENT ACTION.

EXTERNALS, ON THE OTHER HAND, ARE MORE COMPLIANT, MORE WILLING TO FOLLOW INSTRUCTIONS, SO, THEY DO WELL IN STRUCTURED, ROUTINE JOBS.

MACHIAVELLIANISM

MACHIAVELLIANISM IS BEING PRACTICAL, EMOTIONALLY DISTANT, AND BELIEVING THAT ENDS JUSTIFY MEANS.

MACHIAVELLIANS ARE ALWAYS WANTING TO WIN AND ARE GREAT PERSUADERS. HERE ARE THE SIGNIFICANT FEATURES OF A HIGH-MACH INDIVIDUALS:

- HIGH-MACHS PREFER PRECISE INTERACTIONS RATHER THAN BEATING ABOUT THE BUSH.
- HIGH-MACHS TEND TO IMPROVISE; THEY DO NOT NECESSARILY ABIDE BY RULES AND REGULATIONS ALL THE TIME.
- HIGH-MACHS GET DISTRACTED BY EMOTIONAL DETAILS THAT ARE IRRELEVANT TO THE OUTCOME OF A PROJECT.

SELF-ESTEEM

IT IS THE EXTENT UP TO WHICH PEOPLE EITHER LIKE OR DISLIKE THEMSELVES. SELF-ESTEEM IS DIRECTLY RELATED TO THE EXPECTATIONS OF SUCCESS AND ON-THE-JOB SATISFACTION.

INDIVIDUALS WITH HIGH SELF-ESTEEM THINK THAT THEY HAVE WHAT IT TAKES TO SUCCEED. SO, THEY TAKE MORE CHALLENGES WHILE SELECTING A JOB.

ON THE OTHER HAND, INDIVIDUALS WITH LOW SELF-ESTEEM ARE MORE SUSCEPTIBLE TO EXTERNAL DISTRACTIONS. SO, THEY ARE MORE LIKELY TO SEEK THE APPROVAL OF OTHERS AND TO ADAPT THE BELIEFS AND BEHAVIORS OF THOSE THEY RESPECT.

SELF-MONITORING

SELF-MONITORING IS THE CAPABILITY OF REGULATING ONE'S BEHAVIOR ACCORDING TO SOCIAL SITUATIONS. INDIVIDUALS WITH HIGH SELF-MONITORING SKILL EASILY ADJUST THEIR BEHAVIOR ACCORDING TO EXTERNAL, SITUATIONAL FACTORS. THEIR IMPULSIVE TALENTS ALLOW THEM TO PRESENT PUBLIC PERSONAE WHICH ARE COMPLETELY DIFFERENT FROM THEIR PRIVATE PERSONALITIES.

HOWEVER, PEOPLE WITH LOW SELF-MONITORING SKILLS CANNOT COVER THEMSELVES. REGARDLESS OF ANY SITUATION, THEY ARE ALWAYS THEMSELVES. THEY HAVE AN ATTITUDE OF, "WHAT YOU SEE IS WHAT YOU GET."

RISK TAKING

GENERALLY, MANAGERS ARE RELUCTANT ON TAKING RISKS. HOWEVER, INDIVIDUAL RISK-TAKING INCLINATION AFFECTS THE BULK OF INFORMATION REQUIRED BY THE MANAGERS AND HOW LONG IT TAKES THEM TO MAKE DECISIONS.

THUS, IT IS VERY IMPORTANT TO RECOGNIZE THESE DIFFERENCES AND ALIGN RISK-TAKING PROPENSITY WITH PRECISE JOB DEMANDS THAT CAN MAKE SENSE.

9. THEORIES OF PERSONALITY

A THEORY IS A SIMPLE MODEL OF REALITY THAT HELPS US UNDERSTAND, EXPLAIN, PREDICT AND DEAL WITH REALITY. WE HAVE SOME THEORIES THAT EXPLAIN AN INDIVIDUAL'S PERSONALITY.

SIGMUND FREUD'S PSYCHOANALYTIC THEORY

THIS THEORY IS BASED ON THE BELIEF THAT MAN IS ENCOURAGED MORE BY UNFORESEEN FORCES THAN THE CONSCIOUS AND LOGICAL THOUGHT. FREUD BELIEVED THAT MOST OF THE THINGS IN LIFE ARE NOT PRESENT AT THE CONSCIOUS LEVEL BUT THEY ARE PRESENT AT AN UNCONSCIOUS LEVEL.

THE FEATURES OF FREUD'S THEORY INCLUDE THREE ATTRIBUTES: ID, EGO, AND SUPEREGO.

- **ID** – IT DEFINES THE INNATE COMPONENT OF PERSONALITY. IT IS THE IMPULSIVE AND UNCONSCIOUS PART OF MIND THAT SEEKS IMMEDIATE SATISFACTION. **EXAMPLE:** A HUNGRY BABY CRIES TILL HE/SHE IS FED.
- **EGO** – IT IS DERIVED FROM ID AND ASSISTS IN DEALING WITH THE EXTERNAL WORLD. IT ALSO HELPS IN TRANSLATING THE INNER NEEDS INTO EXPRESSIONS. IT DEALS WITH PRACTICAL AND RATIONAL THINKING PROCESS. **EXAMPLE:** WE HAVE A FIGHT WITH OUR FRIEND AND EXPECT THE FRIEND TO TALK FIRST, EVEN THOUGH BOTH OF US WANT TO TALK.
- **SUPEREGO** – IT IS DIFFERENT FROM EGO AND IS PARTIALLY UNCONSCIOUS. IT INCLUDES THE TRADITIONAL VALUES OF SOCIETY AS INTERPRETED BY OUR PARENTS. IT ALSO HELPS IN THE INTEGRAL VISION OF PUNISHMENT. **EXAMPLE:** RAM CAME LATE TODAY SO HE IS GROUNDED FOR A WEEK.

ERIKSON'S THEORY

THIS THEORY STATES THAT PERSONALITY IS GROOMED THROUGHOUT LIFETIME. HE PRESENTS EIGHT DISTINCT STAGES EACH WITH TWO POSSIBLE OUTCOMES. SUCCESSFUL COMPLETION OF EACH STAGE LEADS TO A HEALTHY PERSONALITY. THESE STAGES ARE:

- **INFANCY** – IT IS THE PERIOD BETWEEN 0-1 YEARS OF AGE. IN THIS STAGE, CHILDREN LEARN THE ABILITY TO TRUST OTHERS DEPENDING ON THEIR CAREGIVERS. UNSUCCESSFUL COMPLETION IN THIS STAGE RESULTS IN ANXIETY AND INSECURITY. **EXAMPLE:** CHILDREN OF THIS AGE ARE MORE COMFORTABLE WITH THOSE FACES THEY SEE MORE OFTEN AND NOT WITH STRANGERS.

- EARLY CHILDHOOD – IT IS THE PERIOD BETWEEN 1-3 YEARS OF AGE. IN THIS STAGE, CHILDREN LEARN TO BE INDEPENDENT. IF GIVEN SUPPORT, THEY BECOME MORE CONFIDENT ELSE THEY BECOME DEPENDENT OVER OTHERS. **EXAMPLE:** CHILDREN IN THIS AGE ARE TAUGHT HOW TO WALK, HOW TO TALK ETC.
- PLAY AGE - IT IS THE PERIOD BETWEEN 3-6 YEARS OF AGE. IN THIS STAGE, CHILDREN ASSERT THEMSELVES FREQUENTLY. THE FAILURE LEADS TO DEVELOPMENT OF A SENSE OF GUILT AMONG THEM. **EXAMPLE:** CHILDREN IN THIS AGE GROUP, NEED TO BE TAUGHT HOW TO BEHAVE AND SHOULD BE TAUGHT TO BE FOCUSED.

- SCHOOL AGE - IT IS THE PERIOD BETWEEN 6 YEARS OF AGE TILL PUBERTY. IN THIS STAGE, CHILDREN BECOME MORE INNOVATIVE. THEY FEEL CONFIDENT AND WANT TO ACHIEVE THEIR GOALS. IF NOT ENCOURAGED THEY MAY FEEL INFERIOR. **EXAMPLE:** TEENAGERS SHOULD BE PROTECTED AND PARENTS NEED TO UNDERSTAND THEM AND SHOULD HANDLE THEM PATIENTLY.
- ADOLESCENCE - THIS STAGE IS A TRANSFORMATION FROM CHILDHOOD TO ADULTHOOD. HERE CHILDREN FIND THEIR OWN IDENTITY AND SHOULD BE GUIDED AND SUPPORTED IN ORDER TO HELP THEM CHOOSE THE RIGHT DIRECTION. **EXAMPLE:** DECISION SUCH AS WHICH STREAM TO CHOOSE SCIENCE OR COMMERCE ETC. HAPPENS DURING THIS STAGE.
- EARLY CHILDHOOD - THIS STAGE IS ALSO KNOWN AS YOUNG ADULTHOOD. HERE, THEY BEGIN TO OPEN UP AND BECOME MORE INTIMATE WITH OTHERS. **EXAMPLE:** MAKING CLOSE FRIENDS.
- ADULTHOOD - IN THIS STAGE, THEY FOCUS ON ESTABLISHING CAREER AND SETTLING DOWN WITH RELATIONSHIPS THAT ARE IMPORTANT. **EXAMPLE:** APPLYING FOR JOBS.
- MATURE ADULTHOOD - IN THIS STAGE, A PERSON IS OLD AND THUS IN THIS STAGE THE PRODUCTIVITY SLOWS DOWN. **EXAMPLE:** TAKING CARE OF THE FAMILY.

SHELDON'S PHYSIOGNOMY THEORY

THIS THEORY WAS PROPOSED BY WILLIAM SHELDON. HE PRESENTS PERSONALITIES BY CLASSIFYING INDIVIDUALS INTO CONVENIENT CATEGORIES BASED ON THEIR BODY SHAPES. THEY ARE:

- ENDOMORPHS
- MESOMORPHS
- ECTOMORPHS

ENDOMORPHS

IN THIS CATEGORY, THE BODY IS SOFT AND SPHERICAL. PEOPLE WITH THIS KIND OF PERSONALITY LOVE COMFORT, EAT A LOT, LIKE TO BE AROUND PEOPLE AND DESIRE AFFECTION. SOME COMMON ENDOMORPH FEATURES ARE LARGE AMOUNT OF FAT ACCUMULATION, INSATIABLE APPETITE, LARGER FRAME ETC.

SOME ENDOMORPH PERSONALITIES ARE JOHN GOODMAN, JACK BLACK ETC.

MESOMORPHS

IN THIS CATEGORY, THE BODY IS HARD AND RECTANGULAR PHYSIQUE. PEOPLE WITH THIS KIND OF PERSONALITY LIKE TO TAKE RISK, ARE COURAGEOUS AND HAVE POWER. SOME COMMON MESOMORPH FEATURES ARE WIDE SHOULDERS, SMALL WAIST, LOW BODY FAT.

SOME MESOMORPH PERSONALITIES ARE JENNIFER GARNER, TINA TURNER ETC.

