Evolution of Management

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CONTENT

Evolution of Management: Taylor and Scientific Management, Fayol's Administrative Management,
Bureaucracy, Hawthorne Experiments and Human Relations, Social System Approach, Decision Theory Approach

Evolution of Management Concept

- The evolution of management thought is a process that started in the early days of man.
- It began since the period man saw the need to live in groups.
- Mighty men were able to organize the masses, share them into various groups.
- The sharing was done accord to the masses' strength, mental capacities, and intelligence.
- The point is that management has been practiced in one way or the other since civilization began.
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- But the industrial revolution brought drastic change.
- And suddenly, the need to develop a more holistic and formal management theory became a necessity.

Scientific Management

Frederick Taylor and Scientific Management

In 1911, Frederick Winslow Taylor published his work, *The Principles of Scientific Management*, in which he described how the application of the scientific method to the management of workers greatly could improve productivity. Scientific management methods called for optimizing the way that tasks were performed and simplifying the jobs enough so that workers could be trained to perform their specialized sequence of motions in the one "best" way.

Prior to scientific management, work was performed by skilled craftsmen who had learned their jobs in lengthy apprenticeships. They made their own decisions about how their job was to be performed. Scientific management took away much of this autonomy and converted skilled crafts into a series of simplified jobs that could be performed by unskilled workers who easily could be trained for the tasks.

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1. The almost universally held belief among workers that if they became more productive, fewer of them would be needed and jobs would be eliminated.
2. Non-incentive wage systems encourage low productivity if the employee will receive the same pay regardless of how much is produced, assuming the employee can convince the employer that the slow pace really is a good pace for the job. Employees take great care never to work at a good pace for fear that this faster pace would become the new standard. If employees are paid by the quantity they produce, they fear that management will decrease their per-unit pay if the quantity increases.
3. Workers waste much of their effort by relying on rule-of-thumb methods rather than on optimal work methods that can be determined by scientific study of the task.

To counter soldiering and to improve efficiency, Taylor began to conduct experiments to determine the best level of performance for certain jobs, and what was necessary to achieve this performance.

Time Studies

Taylor argued that even the most basic, mindless tasks could be planned in a way that dramatically would increase productivity, and that scientific management of the work was more effective than the "initiative and incentive" method of motivating workers. The initiative and incentive method offered an incentive to increase productivity but placed the responsibility on the worker to figure out how to do it.

To scientifically determine the optimal way to perform a job, Taylor performed experiments that he called *time studies*, (also known as *time and motion studies*). These studies were characterized by the use of a stopwatch to time a worker's sequence of motions, with the goal of determining the one best way to perform a job.

The following are examples of some of the time-and-motion studies that were performed by Taylor and others in the era of scientific management.

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The Science of Shoveling

In another study of the "science of shoveling", Taylor ran time studies to determine that the optimal weight that a worker should lift in a shovel was 21 pounds. Since there is a wide range of densities of materials, the shovel should be sized so that it would hold 21 pounds of the substance being shoveled. The firm provided the workers with optimal shovels. The result was a three to four fold increase in productivity and workers were rewarded with pay increases. Prior to scientific management, workers used their own shovels and rarely had the optimal one for the job.

Bricklaying

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2. Scientifically select, train, and develop each worker rather than passively leaving them to train themselves.

3. Cooperate with the workers to ensure that the scientifically developed methods are being followed.

4. Divide work nearly equally between managers and workers, so that the managers apply scientific management principles to planning the work and the workers actually perform the tasks.

These principles were implemented in many factories, often increasing productivity by a factor of three or more. Henry Ford applied Taylor's principles in his automobile factories, and families even began to perform their household tasks based on the results of time and motion studies.

Drawbacks of Scientific Management

While scientific management principles improved productivity and had a substantial impact on industry, they also increased the monotony of work. The core job dimensions of skill variety, task identity, task significance, autonomy, and feedback all were missing from the picture of scientific management.

While in many cases the new ways of working were accepted by the workers, in some cases they were not. The use of stopwatches often was a protested issue and led to a strike at one factory where "Taylorism" was being tested. Complaints that Taylorism was dehumanizing led to an investigation by the United States Congress. Despite its controversy, scientific management changed the way that work was done, and forms of it continue to be used today.

Fayol's Administrative Management

Definition:

The **Administrative Theory** is based on the concept of departmentalization, which means the different activities to be performed for achieving the common purpose of the organization should be identified and be classified into different groups or departments, such that the task can be accomplished effectively.

•The administrative theory is given by Henri Fayol, who believed that more emphasis should be laid on organizational management and the human and behavioral factors in the management.

• Thus, unlike the scientific management theory of Taylor where more emphasis was on improving the worker's efficiency and minimizing the task time

•here the main focus is on how the management of the organization is structured and how well the individuals therein are organized to accomplish the tasks given to them.

- The other difference between these two is, the administrative theory focuses on improving the efficiency of management first so that the processes can be standardized and then moves to the operational level where the individual workers are made to learn the changes and implement those in their routine jobs.

- While in the case of the scientific management theory, it emphasizes on improving the efficiency of the workers at the operating level first which in turn improves the efficiency of the management. Thus, the administrative theory follows the top-down approach while the scientific management theory follows the bottom-up approach.

- Fayol has given 14 principles of management with the intent to improve the functioning of the managers.

The Bureaucratic Model

A German Sociologist called Max Weber proposed this model. And it includes a system of rules, division of labor hinged on functional specialization, legal authority, and power, the hierarchy of authority and placement of employees based on their technical competence.

Max Weber bureaucracy ideally has the following characteristics:

i. Specialization of labor
ii. A formal set of rules and regulations
iii. Well-defined hierarchy within the organization
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A formal hierarchical structure – In a bureaucratic organization, each level controls the level below it. Also, the level above it controls it. A formal hierarchy is the basis of central planning and centralized decision-making.

Rules-based Management – The organization uses rules to exert control. Therefore, the lower levels seamlessly execute the decisions made at higher levels.

Functional Specialty organization – Specialists do the work. Also, the organization divides employees into units based on the type of work they do or the skills they possess.

Up-focused or In-focused Mission – If the mission of the organization is to serve the stockholders, board, or any other agency that empowered it, then it is up-focused. On the other hand, if the mission is to serve the organization itself and those within it (like generating profits, etc.), then it is in-focused.

Impersonal – Bureaucratic organizations treat all employees equally. They also treat all customers equally and do not allow individual differences to influence them.

Employment-based on Technical Qualifications – Selection as well as the promotion of employees is based on technical qualifications and skills.

Hawthorne Experiments and Human Relations

Professor George Elton Mayo (1880-1949) has secured fame as the leader in a series of experiments which became one of the great turning-points in management thinking.

At the Hawthorne plant of Western Electric, he discovered that job satisfaction increased through employee participation in decisions rather than through short-term incentives.

Mayo's importance to management lies in the fact that he established evidence on the value of a management approach and style which, although not necessarily an alternative to F W Taylor's scientific management, presented facts which Taylorites could not ignore.

Key theories

Hawthorne

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The experiments

The study began in 1924 by isolating two groups of workers in order to experiment with the impact of various incentives on their productivity. Improvements to levels of lighting produced increases in productivity, but so too did reversion to standard lighting and even below-standard lighting in both groups. The initial assumption therefore was that increased output stemmed from variation alone.

Other incentives - including payment incentives and rest pauses - were manipulated at regular intervals, and although output levels varied, the trend was inexorably upwards. Whatever experimentation was applied, output went up. Although it had been fairly conclusively determined that lighting had little or nothing to do with output levels, the Assistant Works Manager (George Pennock) agreed that something peculiar was going on and that experimentation should continue.

Interpreting Hawthorne

For industry to benefit from the experiments at Hawthorne, Mayo first concluded that supervisors needed training in understanding the personal problems of workers, and also in listening and interviewing techniques. He held that the new supervisor should be less aloof, more people-oriented, more concerned, and skilled in handling personal and social situations.
It was only later, after a period of reflection, that Mayo was able to conclude that:
job satisfaction increased as workers were given more freedom to determine the conditions of their working environment and to set their own standards of output;
intensified interaction and cooperation created a high level of group cohesion;
job satisfaction and output depended more on cooperation and a feeling of worth than on physical working conditions.

In Mayo's view, workers had been unable to find satisfactory outlets for expressing personal problems and dissatisfactions in their work life. The problem, as Mayo perceived it, was that managers thought the answers to industrial problems resided in technical efficiency, when actually the answer was a human and social one.

SOCIAL SYSTEM APPROACH

- Understanding the behaviour of groups & individuals.
- Features
  1. Social System, a system of cultural relationship
  2. Relationship exist between external and internal environment of the organisation.
  3. Formal Organisation - Cultural relationships of social groups working within the organisation.
  4. Co-operation necessary
  5. Efforts directed - harmony between goals of organisation & goals of groups.

ADVANTAGES.

- This approach is an ***important contribution*** in field of management.
- Organization is a ***social system***. Hence ***decisions*** should not be taken by ***considering*** one group, but ***all the groups are considered***.
- There are ***formal and informal*** organizations in management has to ***identify*** such ***informal*** *groups* and ***motivate them***.
- Both types of ***incentives i.e. financial and non financial*** are being ***prevailed*** to *satisfy* and ***encourage*** various ***groups working*** in an organization.

Decision Theory Approach in

Introduction:

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- *Interpersonal issues - It can be difficult to predict how other people will react.*
- *With these difficulties in mind, the best way to make a complex decision is to use an effective process.*

The Six Steps in Decision Theory

1. Clearly define the problem at hand
2. List the possible alternatives
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MANPOWER PLANNING

Manpower Planning

Manpower Planning which is also called as Human Resource Planning consists of putting right number of people, right kind of people at the right place, right time, doing the right things for which they are suited for the achievement of goals of the organization.

Manpower planning also includes the details like how and when will new employees be acquired. This whole process is done keeping in view the goals of the organization, the future predictions for business and changing technology trends. This helps the organization be prepared for the future with the correct manpower at their disposal for business prosperity.

Need of Manpower Planning

Manpower Planning is advantageous to firm in following manner:

(a) Shortages and surpluses can be identified so that quick action can be taken wherever required.
(b) All the recruitment and selection programs are based on manpower planning.
(c) It also helps to reduce the labor cost as excess staff can be identified and thereby overstaffing can be avoided.
(d) It also helps to identify the available talents in a concern and accordingly training programs can be chalked out to develop those talents.
(e) Through manpower planning, human resources can be readily available and they can be utilized in best manner.
(f) It helps the organization to realize the importance of manpower management which ultimately helps in the stability of a concern.

Importance of Manpower Planning

1. Key to managerial functions- The four managerial functions, i.e., planning, organizing, directing and controlling are based upon the manpower. Human resources help in the implementation of all these managerial activities. Therefore, staffing becomes a key to all managerial functions.
2. Efficient utilization- Efficient management of personnel becomes an important function in the industrialization world of today. Setting of large scale enterprises requires management of large scale manpower. It can be effectively done through staffing function.
3. Motivation- Staffing function not only includes putting right men on right job, but it also comprises of motivational programs, i.e., incentive plans to be framed for further

participation and employment of employees in a concern. Therefore, all types of incentive plans become an integral part of staffing function.

4. Better human relations- A concern can stabilize itself if human relations develop and are strong. Human relations become strong through effective control, clear communication, effective supervision and leadership in a concern. Staffing function also looks after training and development of the work force which leads to co-operation and better human relations.
5. Higher productivity- Productivity level increases when resources are utilized in best possible manner. Higher productivity is a result of minimum wastage of time, money, efforts and energies. This is possible through the staffing and its related activities (Performance appraisal, training and development, remuneration)

Objectives of Manpower Planning

1. Optimum Productivity:

Skilled and qualified workers are recruited or they become so through the training programme provided by the organization, through the manpower planning. Hence, an organization can achieve the effective optimum utilization of human potential, which will result in optimum productivity and thereby, the production is carried out on uninterrupted.

2. Reduction in Labour cost:

Effective use of manpower, and optimum productivity will reduce the wastage. It will reduce the labour cost.

3. Effective Recruitment and Selection:

Right person can be placed at the right job and at right time through manpower planning. Because future need can be predicted by manpower planning. Therefore, effective recruitment and selection can be achieved so that no need to spend much amount on the training and labour turnover can be reduced.

4. Group Satisfaction:

By establishing mutually satisfying work relationship between all the members of the organization, group satisfaction and team spirit can be achieved.

Types of manpower planning

Types of manpower planning can be distinguished:

(A) On the basis of the level at which it is done.
(B) On the basis of the period for which it is done.

(A) Level based manpower planning :

(i) National level (macro level)

- Central government plans for human resources for the entire nation.

- It anticipates the demand for and supply of human requirements at national level. e.g. Government sectors

(ii) Industrial level (micro level)

- In this level, planning is done to suit manpower needs of a particular industry. e.g. engineering, heavy industries, paper industries, public utility, textile/chemical industries

(B) Period based manpower planning :

(1) Short term

- Prepared for a period of 1 year.
- It is concerned with the process of matching the existing employees with their present jobs so that they perform efficiently.
- There should be perfect correlation between the jobs and individuals.
- These types of plans are made as a part of 5 years plans at national level.
- Useful at company level.

(2) Medium term

- Made for 2 to 5 years
- Prepared as a financial planning at national level
- For employment opportunities and training and development of employees.

(3) Long term

- Long term manpower planning covers a longer period say 15 to 20.
- Estimates man power needs of a nation
- Rises educational and training

Job Analysis

- Job analysis is a formal and detailed examination of jobs.
- It is the process of getting information about jobs: specially, what the worker does; how he gets it done; why he does it; skill, education and training required; relationship to other jobs, physical demands; environmental conditions.
- There are two major aspects of job analysis:

1. Job Description

2. Job Specification

Job Description

- Job description is prepared on the basis of data collected through job analysis.

- It is a description of the activities and duties to be performed in a job, the relationship of the job with other jobs, the equipment and tools involved, the nature of supervision, working conditions and hazards of the job and so on. Thus, job description differentiates one job from the other.

Job Specification

- While job description focuses on the job, job specification focuses on the person i.e, the job holder.
- Job specification is a statement of the minimum levels of qualifications, skills, physical and other abilities, experience, judgment and attributes required for performing job effectively.
- In other words, it is a statement of the minimum acceptable qualifications that an incumbent must possess to perform a given job.

Job Evaluation

- Job evaluation is a comparative process of establishing the value of different jobs in a hierarchical order.
- This serves as basis for grading different jobs and developing a suitable pay structure for them.

Uses of Job Analysis

1. Human resource planning:

Job analysis helps in forecasting human resource requirements in terms of knowledge and skills. It also helps in determining quality of human resources needed in an organization.

2. Recruitment:

Basically, the goal of the human resource planning is to match the right people with the right job. This is possible only after having adequate information about the jobs that need to be staffed. It is job analysis that provides job information. Thus, job analysis is used to find out how and when to hire people for future job openings. An understanding of the skills needed and the positions that are vacant in future helps managers to plan and hire people in a systematic way.

3. Selection:

Without a proper understanding of what is to be done on a job, it is not possible to select the right person.

4. Placement and orientation:

As job analysis provides information about what skills and qualities are required to do a job, the management can gear orientation programmes towards helping the employees learn the required skills and qualities. It, thus, helps management place an employee on the job best suited to him/her.

5. Training:

Whether or not a current or potential job holder requires additional training can be determined only after the specific needs of the jobs have been identified through a job analysis.

6. Counselling:

Managers can properly counsel employees about their careers when they understand the different jobs in the organization.

7. Employee safety:

Job analysis helps in identifying and uncovering hazardous conditions and unhealthy environmental factors such as heat, noise, fumes, dust, etc. and, thus, facilitates management to take corrective measures to minimize and avoid the possibility of accidents causing human injury.

8. Performance appraisal:

Performance appraisal involves comparing the actual performance of an employee with the standard one, i.e., what is expected of him/her. Such appraisal or assessment serves as basis for awarding promotions, effecting transfers, or assessing training needs. Job analysis helps in establishing job standards which may be compared with the actual performance/contribution of each employee.

9. Job evaluation:

Job analysis helps in finding the relative worth of a job, based on criteria such as degree of difficulty, type of work done, skills and knowledge needed, etc. It, thus, helps in developing appropriate wage and salary structures.

Recruitment

Recruitment is defined as a process that provides the organization with a pool of qualified job candidates from which to choose. It refers to the overall process of attracting, shortlisting, selecting and appointing suitable candidates for jobs (either permanent or temporary) within an organization. Before companies recruit, they must implement proper staffing plans and forecasting to determine how many people they will need. The basis of the forecast will be the annual budget of the organization and the short- to long-term plans of the organization—for example, the possibility of expansion.

Selection

Selection is the process of picking or choosing the right candidate, who is most suitable to fill the jobs in the organization.

In others words, selection can also be explained as the process of interviewing the candidates and evaluating their qualities, which are required for a specific job and then choosing the suitable candidate for the position.

The selection of a right applicant helps the organization in reaching its objectives.

The procedure of selection may vary from industry to industry, company to company and even from department to department.

Every organization designs its selection process, keeping in mind the urgency of hiring people and the prerequisites for the job vacancy.

Steps of Selection Process

The selection procedure comprises of following systematic steps:

1. Inviting applications: The prospective candidates from within the organization or outside the organization are called for applying for the post. Detailed job description and job specification are provided in the advertisement for the job. It attracts a large number of candidates from various areas.
2. Receiving Applications: Detailed applications are collected from the candidates which provide the necessary information about personal and professional details of a person. These applications contain the candidate data such as age, qualification, experience, etc.

3. Screening Applications: As the limit of the period within which the company is supposed to receive applications ends, the applications are sorted out. Incomplete applications get rejected; applicants with un-matching job specifications are also rejected.
4. Employment Tests: As the final list of candidates becomes ready after the screening of applications, several tests are conducted such as intelligence tests, aptitude tests, interest tests, psychological tests, personality tests, etc. These tests are conducted to judge the suitability of the candidate for the job.
5. Employment Interview: The one on one session with the candidate is conducted to gain more insights about him. Here, the interviewer asks questions from the applicant to discover more about him and to give him the accurate picture of the kind of a job he is required to perform. Through an interview, it is easier for the employer to understand the candidate's expectations from the job and also his communication skills along with the confidence level can be checked at this stage.
6. Checking References: The firms usually ask for the references from the candidate to cross check the authenticity of the information provided by him. These references could be from the education institute from where the candidate has completed his studies or from his previous employment where he was formerly engaged. These references are checked to know the conduct and behavior of an individual and also his potential of learning new jobs.
7. Medical Examination: Here the physical and mental fitness of the candidate are checked to ensure that he is capable of performing the job.
8. Final Selection: Finally, the candidate who qualifies all the rounds of a selection process is given the appointment letter to join the firm. The appointment letter specifies the post, title, salary and terms of employment. Generally, initial appointment is on probation and after specific time period it becomes permanent.

Induction

When a candidate accepts the job offer, the induction process begins.

Induction is the process for welcoming newly recruited employees and supporting them to adjust to their new roles and working environments.

It helps in the effective integration of the employee into the organization.

Basically there are two types of inductions, Formal induction and Informal induction.

Formal induction is a planned attempt to introduce new employees to the organization, job and the working environment. This induction type may consume more time of the superiors to learn and deliver the new employees needs at the beginning. But this may create new employees less number of errors at the working period and good coordination among all the parties. Advantage of the formal induction program is organization will have the better chance to win the new employees' loyalty at the very beginning. And also new employee will have the chance to carry his/her works clearly, with less numbers of errors.

Informal induction is not planned. New employees learn through trial and error method. They get familiar with the work and work environment by themselves. This induction type will make the stress on new employee at the very beginning, because of his/her not knowing things at the operations. Also this method will create a large number of errors making by new employee and then it may creates big losses to the organization.

Organizational Behaviour

VITBS

VIT Bhopal

What Is Organizational Behavior?

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

1. Describe what managers do
2. Define organizational behavior (OB)
3. Explain the value of the systematic study of OB
4. Identify the contributions made by major behavioral science disciplines to OB
5. List the major challenges and opportunities for managers to use OB concepts

What Managers Do

Managers (or *Administrators*)

Individuals who achieve goals through other people

Managerial Activities

- Make decisions
- Allocate resources
- Direct activities of others to attain goals

Organization

A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals

Management Functions

Management Functions (cont'd)

Planning

A process that includes defining goals, establishing strategy, and developing plans to coordinate activities

Management Functions (cont'd)

Organizing

Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made

Management Functions (cont'd)

Leading

A function that includes motivating employees, directing others, selecting the most effective communication channels, and resolving conflicts

Management Functions (cont'd)

Controlling

Monitoring activities to ensure they are being accomplished as planned and correcting any significant deviations

Mintzberg's Managerial Roles

Interpersonal	
Figurehead	Symbolic head; required to perform a number of routine duties of a legal or social nature
Leader	Responsible for the motivation and direction of employees
Liaison	Maintains a network of outside contacts who provide favors and information

Source: Adapted from *The Nature of Managerial Work* by H. Mintzberg. Copyright © 1973 by H. Mintzberg. Reprinted by permission of Pearson Education.

Mintzberg's Managerial Roles (cont'd)

Informational	
Monitor	Receives wide variety of information; serves as nerve center of internal and external information of the organization
Disseminator	Transmits information received from outsiders or from other employees to members of the organization
Spokesperson	Transmits information to outsiders on organization's plans, policies, actions, and results; serves as expert on organization's industry

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Mintzberg's Managerial Roles (cont'd)

Decisional	
Entrepreneur	Searches organization and its environment for opportunities and initiates projects to bring about change
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Management Skills

Technical Skills

The ability to apply specialized knowledge or expertise

Human Skills

The ability to work with, understand, and motivate other people, both individually and in groups

Conceptual Skills

The mental ability to analyze and diagnose complex situations

Effective Versus Successful Managerial Activities (Luthans)

1. Traditional Management
   - Decision making, planning, and controlling
2. Communication
   - Exchanging routine information and processing paperwork
3. Human Resource Management
   - Motivating, disciplining, managing conflict, staffing, and training
4. Networking
   - Socializing, politicking, and interacting with others

Allocation of Activities by Time

Exhibit 1-2 Allocation of Activities by Time

Source: Based on F. Luthans, R. M. Hodgetts, and S. A. Rosenkrantz, *Real Managers* (Cambridge, MA: Ballinger, 1988).

Organizational Behavior (OB)

A field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness

Complementing Intuition with Systematic Study

Intuition

"Gut" feelings about "why I do what I do" and "what makes others tick"

Systematic Study

Looking at relationships, attempting to attribute causes and effects, and drawing conclusions based on scientific evidence

Provides a means to predict behaviors

Exhibit 1-3 Toward an OB Discipline

Contributing Disciplines to the OB Field

Psychology

The science that seeks to measure, explain, and sometimes change the behavior of humans and other animals

Contributing Disciplines to the OB Field (cont'd)

Sociology

The study of people in relation to their fellow human beings

Contributing Disciplines to the OB Field (cont'd)

Social Psychology

An area within psychology that blends concepts from psychology and sociology and that focuses on the influence of people on one another

Contributing Disciplines to the OB Field (cont'd)

Anthropology

The study of societies to learn about human beings and their activities

Contingency variables: "It Depends!"

Situational factors that make the main relationship between two variables change—e.g., the relationship may hold for one condition but not another

In Country 1 x → May be related to → y

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Major Workforce Diversity Categories

Challenges and Opportunities for OB

- Responding to Globalization
  - Increased foreign assignments
  - Working with people from different cultures
  - Coping with anti-capitalism backlash
  - Overseeing movement of jobs to countries with low-cost labor
  - Managing people during the war on terror
- Managing Workforce Diversity
  - Embracing diversity
  - Changing U.S. demographics
  - Implications for managers
    - Recognizing and responding to differences

Challenges and Opportunities for OB (cont'd)

- Improving Quality and Productivity
  - Quality management (QM)
  - Process reengineering
- Responding to the Labor Shortage
  - Changing work force demographics
  - Fewer skilled laborers
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Challenges and Opportunity for OB (cont'd)

- Improving people skills
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What Is Quality Management?

1. Intense focus on the customer
2. Concern for continuous improvement
3. Improvement in the quality of everything the organization does
4. Accurate measurement
5. Empowerment of employees

A Downside to Empowerment?

Exhibit 1-5

"Congratulations! You're now empowered to accept all the blame!"

Source: © 2000 Ted Goff.

Basic OB Model, Stage I

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An abstraction of reality

A simplified representation of some real-world phenomenon

The Dependent Variables

Dependent Variable

A response that is affected by an independent variable (what organizational behavior researchers try to understand)

The Dependent Variables (cont'd)

Productivity

A performance measure that includes effectiveness and efficiency

Effectiveness

Achievement of goals

Efficiency

Meeting goals at a low cost

The Dependent Variables (cont'd)

Absenteeism

The failure to report to work

Turnover

The voluntary and involuntary permanent withdrawal from an organization

The Dependent Variables (cont'd)

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Voluntary behavior that violates significant organizational norms and thereby threatens the well-being of the organization and/or any of its members

The Dependent Variables (cont'd)

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Discretionary behavior that is not part of an employee's formal job requirements, but that nevertheless promotes the effective functioning of the organization

The Dependent Variables (cont'd)

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Independent Variable

The presumed cause of some change in the dependent variable; major determinants of a dependent variable

Basic OB Model, Stage II

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Basic OB Model, Stage II

THANK YOU

LEARNING & REINFORCEMENT

Chapter Learning Objectives

After studying this chapter, you should be able to:

- Define learning and outline the principles of the three major theories of learning.
- Define shaping, and show how it can be used in OB..

Learning

Learning is any relatively observable permanent change in behavior that occurs as a result of experience

Learning components:

- **Classical Conditioning**
  - A type of conditioning in which an individual responds to some stimulus that would ordinarily produce such a response.
- **Operant Conditioning**
  - A type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment.
- **Social-Learning Theory**
  - People can learn through observation and direct experience.

Classical Conditioning

- Key Concepts:
  - Unconditioned stimulus Food
    - Pavlov's Dog Drool
    - A naturally occurring phenomenon.
  - Unconditioned response
      - The naturally occurring response to a natural stimulus.
  - Conditioned stimulus
    - An artificial stimulus introduced into the situation.
  - Conditioned response
    - The response to the artificial stimulus.

This is a passive form of learning. It is reflexive and not voluntary – not the best theory for OB learning.

- B. F. Skinner's concept of *Behaviorism*: **behavior follows stimuli in a relatively unthinking manner**.
- Key Concepts:
  - Conditioned behavior: voluntary behavior that is learned, not reflexive.
  - Reinforcement: the consequences of behavior which can increase or decrease the likelihood of behavior repetition.
  - Pleasing consequences increase likelihood of repetition.
  - Rewards are most effective immediately after performance.
  - Unrewarded/punished behavior is unlikely to be repeated.

- Based on the idea that people can also learn *indirectly*: **by observation, reading, or just hearing about someone else's – a model's – experiences**.
- Key Concepts:
  - Attentional processes

    Must recognize and pay attention to critical features to learn.
  - Retention processes

    Model's actions must be remembered to be learned.
  - Motor reproduction processes

    Watching the model's behavior must be converted to doing.
  - Reinforcement processes

    Positive incentives motivate learners.

4 Factors of Observational Learning

1. Attention – Learners must attend to the model.
2. Retention – Learners must retain the behavior.
3. Production – Learners *attempt* to produce the behavior.
4. Motivation – Desire to reproduce the behavior.

Shaping: A Managerial Tool

Systematically reinforcing each successive step that moves an individual closer to the desired response.

Four Methods of Shaping Behavior:

- Positive reinforcement
  - Providing a reward for a desired behavior (learning)
- Negative reinforcement
  - Removing an unpleasant consequence when the desired behavior occurs (learning)
- Punishment
  - Applying an undesirable condition to eliminate an undesirable behavior ("unlearning")
- Extinction
  - Withholding reinforcement of a behavior to cause its cessation ("unlearning")

Table 5.2 Negative Reinforcement Versus Punishment by Removal

Example of Negative Reinforcement	Example of Punishment by Removal
Stopping at a red light to avoid getting in an accident.	Losing the privilege of driving because you got into too many accidents.
Mailing an income tax return by April 15 to avoid paying a penalty.	Having to lose some of your money to pay the penalty for late tax filing.
Obeying a parent before the parent reaches the count of "three" to avoid getting a scolding.	Being "grounded" (losing your freedom) because of disobedience.

Schedules of reinforcement: A Critical Issue

- Two Major Types:
  - **Continuous Reinforcement**
    - A desired behavior is reinforced each time it is demonstrated
  - **Intermittent Reinforcement**
    - A desired behavior is reinforced often enough to make the behavior worth repeating but not every time it is demonstrated
    - Multiple frequencies

- **Ratio**
  - Depends on the number of responses made.
- **Interval**
  - Depends on the time between reinforcements.
- **Fixed**
  - Rewards are spaced at uniform time intervals or after a set number of responses.
- **Variable**
  - Rewards that are unpredictable or that vary relative to the behavior.

Reinforcement Scheduled	Nature of Reinforcement	Effect on Behavior
Continuous	Reward given after each desired behavior	Fast learning of new behavior but rapid extinction
Fixed-interval	Reward guven at fixed time intervals	Average and irregular performance with rapid extinction
Variable-interval	Reward given at variable times	Moderately high and stable performance with slow extinction
Fixed-ratio	Reward given at fixed amounts of output	High and stable performance attained quickly but also with rapid extinction
Variable-ratio	Reward given at avariable amounts of output	Very high performance with slow extinction

The application of reinforcement concepts to individuals in the work setting

- Follows the Five-Step Problem-Solving Model

1. Identify critical behaviors
2. Develop baseline data
3. Identify behavioral consequences
4. Develop and apply intervention
5. Evaluate performance improvement

- Learning
  - Observable change in behavior = learning.
  - Positive Reinforcement works better than punishment.
- Stimuli may not be consciously given as a means of shaping behavior.

Modern managers and OB theorists are using cognitive approaches to shaping behavior.

Meaning of Learning in education with its concept & definition

Why is it important to know about the Meaning of learning in education? It is important for a teacher to know about learning, its concept and meaning because teaching is not complete without learning. Both teaching and learning complement each other. A teacher must know about how learners learn and this is the reason teacher gain knowledge about concept and meaning of learning in education.

Concept of Learning

Concept of learning is of huge importance in human behavior. Human being goes on learning from birth till death. Albert Einstein in one of his quotes said that

> *"Once you stop learning you start dying"*

Learning is a natural phenomenon which is natural to all organisms including both humans and animals. Learning affects a child's development. A child learns new

habits only through the process of learning and through imitated traditions and customs. Intellectual skills are also developed through learning. The decision of right and wrong, the concepts of justice and aesthetic sense, etc. develop through learning. This process of learning continues throughout life. Learning is the basis of maturation. Learning affects our,

- Language
- Customs and traditions
- Attitudes and beliefs
- personalities
- goals

In fact, it would not be wrong to say that learning affects all aspects of our life. Learning is a key concept of Psychology. Learning phenomenon is very important for the development of human beings. Various psychologists have explained learning from a different point of views. According to behaviorists,

Learning is the modification of behavior as a result of experience. The child brings changes in his behavior after gaining experiences from the environment.

Everything a learner does or thinks is learning. Learning is a relatively permanent change in behavior of the learner It even brings changes in the personality traits of the learner.

Meaning of learning and learning definition in education

Various psychologists and educationists have defined the concept and meaning of learning in their own way. Some define as a process, some as a change in performance and some define learning as acquisition and retention of knowledge.

According to,

Gestalt's view,

"The basis of learning is to gain knowledge after observing the whole structure. Responding towards the entire situation is learning."

Kurt Lewin has presented the field view of learning and explained

The learning as the direct cognitive organization of a situation. Motivation has a significant role & place in learning."

According to **Woodworth**,

"The process of acquiring new knowledge and new responses is the process of learning."

G.D. Boaz(1984) observes learning as a process. According to him

"Learning is the process by which the individuals acquires various habits, knowledge, and attitudes that are necessary to meet the demands of life, in general"

According to **Cronbach**,

"Leaning is shown by a change in behavior as a result of experience."

Pavlov has said, *"*

Learning is habit formation resulting from conditioning."

According to **Kingsley and Garry**,

"Learning is a process by which behavior is originated or change through practice or training."

In the words of **C.E.Skinner**,

"Learning is the process of progressive behavior adoption."

As a result of studying and analysis of the above-mentioned definitions of learning in education, the following facts come to the light :

1. Learning is a modification in behavior.
2. Learning is the organization of behavior.
3. Learning is the confirmation of a new process.

The meaning of learning explained:

1. Learning is a broad term. Learning includes all activities which affect children. Along with the growing process, the mental development of the child occurs. As a result, changes take place in his behavior continuously. The child goes on learning through experiences.

2. From a psychological point of view, learning has been explained as a stimulus-response process. According to the point of view, the establishment of the stimulus-response relationship is known as leaning.

Some other facts also come before us relating to the learning, such as-

(i) Learning is a process through which the behavior of the child changes or modifies.

(ii) Learning is predicted on the basis of changes in behavior.

(iii) These changes can be negative or positive.

(iv) The changes due to learning are permanent.

(v) Changes in the behavior are the results of experiences.

(vi) Leaning can be termed as a mental process.

Introduction to Management and Organization

SHROMONA NEOGI

Functional Areas of Business

- **R&D**
- **Marketing**
- **Finance**
- **Production**
- **HR**

Functional Area of Business

- **R&D** = Research & Development
  - New product design and development

Functional Area of Business

- **Marketing**
  - Planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives

Functional Area of Business

- **Finance**
  - Revenue, expenses, budget, financial records and financial statements

Functional Area of Business

- **Production**
  - Extraction and cultivation (products are obtained from nature or grown using natural resources)
  - Processing (changing and improving the form of another product)
  - Manufacturing (combines raw materials and processes goods into finished products)

Functional Area of Business

- **HR** = **Human Resources**
  - People who work for a business/organization
  - Involves in planning & staffing, performance management, compensation & benefits, and employee relations

Manager

Who managers are?

- Someone who *coordinates* and *oversees* the work of other people in order to accomplish organizational goals.

How many level of managers can we classify?

How to classify managers in organizations?

Traditional Pyramid Form of Management Level

Top Managers

Middle Managers

First-Line Managers

Non-Managerial Employees

R&D **Marketing** **Finance** **Production** **HR**

I. Lowest Level of Management

- **First-line managers:** manage the work of non-managerial employees who typically are involve with producing the organization's products or servicing the organization's customer

- **They are often called:** supervisor, shift manager, district manager, department manager, office manager

II. Middle Level of Management

- **Middle managers:** manage work of first-line managers

- **They are often called:** regional manager, project leader, store manager, division manager

III. Upper Level of Management

- **Top managers:** are responsible for making organization wide decisions and establishing the plans and goals that affect the entire organization.

- **They are often called:** executive vice president, president, managing director, chief operating officer, chief executive officer

What is Management?

- **Management** involves coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively.

- Or **Management** is the art of getting work done through others

2 Important Words for Management: Efficiency and Effectiveness

Efficiency and Effectiveness

Efficiency

- **Efficiency** = getting the most output from the least amount of inputs
- "doing things right"
- concern with **means**(ways) of getting things done

Effectiveness

- **Effectiveness** = do those work activities that will help the organization reach its goals
- "doing the right things"
- concern with **ends**(result) of organizational goal achievement

Or…

Efficiency and Effectiveness

Efficiency

- ***Efficiency*** = getting work done with a minimum effort, expense, or waste
- (use resources – people, money, raw materials– wisely and cost-effectively)

Effectiveness

- ***Effectiveness*** = accomplish tasks that help fulfill organizational objectives
- (make the right decisions and successfully carry them out to accomplish the org. goal)

Efficiency and Effectiveness in Management

Efficiency (Means)

Resource Usage

Low Waste

Effectiveness (Ends)

Goal Attainment

High Attainment

Management Strives for:
Low Resource Waste (high efficiency)
High Goal Attainment (high effectiveness)

Management Functions

1. PLANNING

- Define goals
- Establish strategies for achieving those goals
- Develop plans to integrate and coordinate activities

Setting goals and plans (how to achieve them)

2. ORGANIZING

- Determine
  - What tasks are to be done ?
  - Who is to do them ?
  - How tasks are to be grouped ?
  - Who reports to whom ?
  - Where decisions are to be made ?

Arrange tasks and other resources to accomplish organization's goals

3. LEADING

- Motivate subordinates(lower positions)
- Help resolve group conflicts
- Influence individuals or teams as they work
- Select the most effective communication channel
- Deal with employee behavior issues

Hire, train, motivate(lead) **people**

4. CONTROLLING

- Monitor activities' performance
- Compare actual performance with the set goals
- Evaluate activities' performance whether things are going as planned
- Correct any disturbance to get work back on track and achieve the set goals

Ensure all activities are accomplished as planned

Homework: "Master Manager"

- Using current business periodicals *(Wall Street Journal, Financial Times, Fortune, The Economist, Forbes, etc.)*, find 1 example of manager you would describe as master managers.

- Write a paper describing the individual as manager and why you feel he/she deserve this title.

Area of Management:

- **Functional Managers**

V.S.

- **General Managers**

Area of Management:

- **Functional Manager** is responsible for just 1 organizational activity
- **General Manager** is responsible for several organizational activities

Managers for 3 Types of Organizations

1. **For-Profit Organizations:** For making money, or profits, by offering products or services
2. **Non-profit Organizations:** For offering services in either public sector or private sector such as hospitals, colleges, social-welfare agencies
3. **Mutual-Benefit Organizations:** For aiding members such as farm cooperatives, labor unions, trade associations, and clubs

Do managers manage differently for different types of organizations?

Management for different types of organizations

SAME

- **4 management functions**—planning, organizing, leading, and controlling– are needed for all types

DIFFERENCE

- **Measurement of success**
  - **For-profit:** how much profit (or loss) it generate
  - **Nonprofit & Mutual-benefit:** effectiveness of services delivered

Management Roles

Management Roles

- **Specific actions or behaviors expected of a manager**

- **3 types of managerial roles:**
  - Interpersonal
  - Informational
  - decisional

Mintzberg's Managerial Roles

- **Interpersonal Roles:** involve people (subordinates and person outside the organization) and other duties that are ceremonial and symbolic in nature

- **Informational Roles:** involve collecting, receiving, and disseminating information

- **Decisional Roles:** entail making decisions or choices

Mintzberg's groups managerial activities and roles as involving:

Managerial activities	Associated roles
interpersonal roles: arising from formal authority and status and supporting the information and decision activities.	•figurehead •liaison •leader
Informational roles	•monitor •disseminator •spokesman
decisional roles: making significant decisions	•improver/changer (entrepreneur) •disturbance handler •resource allocator •negotiator

http://www.bola.biz/mintzberg/mintzberg2.html

1. Interpersonal Roles

- **Figurehead:** perform ceremonial duties like greeting company visitors, speaking at the opening of a new facility, or representing the company in front of community

1. Interpersonal Roles (Cont)

- **Leader:** motivate and encourage workers to accomplish organizational objectives
- **Liaison:** deal with people outside their units to develop alliances that will help in org. goal achievement

2. Informational Roles

- **Monitor:** scan environment for information, actively contact others for information, continually update news/ stories related to their business (inside and outside org.)

- **Disseminator:** share the information they have collected with their subordinates and others in the company

2. Informational Roles (Cont)

- **Spokesperson:** share information with people outside their departments and companies

3. Decisional Roles

- **Entrepreneur:** adapt themselves, their subordinates, and their units to change/ innovation
- **Disturbance Handler:** respond to pressures and problems demand immediate attention and action

3. Decisional Roles (Cont)

- **Resource Allocator:** set priorities and decide about use of resources
- **Negotiator:** continual negotiate schedules, projects, goals, outcomes, resources, and employee raises in order to accomplish the goals

Management Skills

Management Skills

- **Technical Skills:** job-specific knowledge and techniques needed to proficiently perform work tasks
- **Human Skills:** ability to work well with other people both individually and in group
- **Conceptual Skills:** ability to see the organization as a whole, understand the relationships among various subunits, visualize how the organization fits into its external environment

Skills Needed at Different Managerial Levels

*Dark color = necessary to have

Why Study Management?

Why Study Management?

- **The universality of management**
  - The reality that management is needed in all types, sizes, level, areas of organizations.

- **The reality of work**
  - You will either manage or be managed in your future career

Why Study Management?

- ***Rewards and challenges of being a manager***

Rewards	Challenges
Create work environment where org. members can work to the best of their ability	Do hard work
Have opportunity to think creatively & use imagination	May have duties that are more clerical than managerial
Help others find meaning & fulfillment in work	Have to deal with a variety of personalities
Support, coach, and nurture others	Often have to deal with limited resources
Work with variety of people	Motivate workers in chaotic and uncertain situations
Receive recognition & status in org. and community	Blend knowledge, skills, ambitions, and experiences of a diverse workgroup
Play a role in influencing org. outcomes	Success depends on others' work performance
Receive appropriate compensation in form of salaries, bonuses, and stock options	

MANAGEMENT BY OBJECTIVES

MBO

What is MBO?

- Management by objectives (MBO) is a systematic and organized approach that allows management to focus on achievable goals and to attain the best possible results from available resources. It aims to increase organizational performance by aligning goals and subordinate objectives throughout the organization. Ideally, employees get strong input to identify their objectives, time lines for completion, etc. MBO includes ongoing tracking and feedback in the process to reach objectives.
- Management by Objectives (MBO) was first outlined by Peter Drucker in 1954 in his book 'The Practice of Management'. In the 90s, Peter Drucker himself decreased the significance of this organization management method, when he said: "It's just another tool. It is not the great cure for management inefficiency... Management by Objectives works if you know the objectives, 90% of the time you don't."

Core Concepts of MBO

- According to Drucker managers should "avoid the activity trap", getting so involved in their day to day activities that they forget their main purpose or objective. Instead of just a few top-managers, all managers should:
- participate in the strategic planning process, in order to improve the implementability of the plan, and
- implement a range of performance systems, designed to help the organization stay on the right track.

Managerial Focus

- MBO managers focus on the result, not the activity. They delegate tasks by "negotiating a contract of goals" with their subordinates without dictating a detailed roadmap for implementation. Management by Objectives (MBO) is about setting yourself objectives and then breaking these down into more specific goals or key results.

Main Principle of MBO

- The principle behind Management by Objectives (MBO) is to make sure that everybody within the organization has a clear understanding of the aims, or objectives, of that organization, as well as awareness of their own roles and responsibilities in achieving those aims. The complete MBO system is to get managers and empowered employees acting to implement and achieve their plans, which automatically achieve those of the organization.

Where to Use MBO

- The MBO style is appropriate for knowledge-based enterprises when your staff is competent. It is appropriate in situations where you wish to build employees' management and self-leadership skills and tap their creativity, tacit knowledge and initiative. Management by Objectives (MBO) is also used by chief executives of multinational corporations (MNCs) for their country managers abroad.

Setting Objectives

- In Management by Objectives (MBO) systems, objectives are written down for each level of the organization, and individuals are given specific aims and targets. "The principle behind this is to ensure that people know what the organization is trying to achieve, what their part of the organization must do to meet those aims, and how, as individuals, they are expected to help. This presupposes that organization's programs and methods have been fully considered. If they have not, start by constructing team objectives and ask team members to share in the process."
- "The one thing an MBO system should provide is focus", says Andy Grove who ardently practiced MBO at Intel. So, have your objectives precise and keep their number small. Most people disobey this rule, try to focus on everything, and end up with no focus at all.

Setting Objectives

- For Management by Objectives (MBO) to be effective, individual managers must understand the specific objectives of their job and how those objectives fit in with the overall company objectives set by the board of directors. "A manager's job should be based on a task to be performed in order to attain the company's objectives... the manager should be directed and controlled by the objectives of performance rather than by his boss."
- The review mechanism enables leaders to measure the performance of their managers, especially in the key result areas: marketing; innovation; human organization; financial resources; physical resources; productivity; social responsibility; and profit requirements.

Balance Between Management and Employee Empowerment

- The balance between management and employee empowerment has to be struck, not by thinkers, but by practicing managers. Turning their aims into successful actions, forces managers to master five basic operations:
- setting objectives,
- organizing the group,
- motivating and communicating,
- measuring performance, and
- developing people, including yourself.

Individual Responsibility

- Management by Objectives (MBO) creates a link between top management's strategic thinking and the strategy's implementation lower down. Responsibility for objectives is passed from the organization to its individual members. It is especially important for knowledge-based organizations where all members have to be able to control their own work by feeding back from their results to their objectives.
- Management by objectives is achieved through self-control, the tool of effectiveness. Today the worker is a self-manager, whose decisions are of decisive importance for results.
- In such an organization, management has to ask each employee three questions:
- What should we hold you accountable for?
- What information do you need?
- What information do you owe the rest of us?

The Five-Step MBO Process

MBO Principles

- Cascading of organizational goals and objectives
- Specific objectives for each member
- Participative decision making
- Explicit time period
- Performance evaluation and feedback

Types of Objectives

- Routine objectives
- Innovation objectives
- Improvement objectives
- The objectives must be:
- focused on a result, not an activity
- consistent
- specific
- measurable
- related to time
- attainable

MBO Strategy : Three Basic Parts

- All individuals within an organization are assigned a special set of objectives that they try to reach during a normal operating period. These objectives are mutually set and agreed upon by individuals and their managers.
- Performance reviews are conducted periodically to determine how close individuals are to attaining their objectives.
- Rewards are given to individuals on the basis of how close they come to reaching their goals.

Six MBO Stages

- Define corporate objectives at board level
- Analyze management tasks and devise formal job specifications, which allocate responsibilities and decisions to individual managers
- Set performance standards
- Agree and set specific objectives
- Align individual targets with corporate objectives
- Establish a management information system to monitor achievements against objectives

8 Key Result Areas Where Managers Must Pursue Clear Objectives

- Marketing
- Innovation
- Human organization
- Financial resources
- Physical resources
- Productivity
- Social responsibility
- Profit requirements

MBO Advantages & Disadvantages

- **Advantages**
- MBO programs continually emphasize what should be done in an organization to achieve organizational goals.
- MBO process secures employee commitment to attaining organizational goals.
- **Disadvantages**
- The development of objectives can be time consuming, leaving both managers and employees less time in which to do their actual work.
- The elaborate written goals, careful communication of goals, and detailed performance evaluation required in an MBO program increase the volume of paperwork in an organization.

Careers for your Personality

CAREER ROUTES 2 SUCCESS

Myers Briggs Type Indicator (MBTI)
Summary

Isabel Briggs Myers
1897–1980

- The MBTI is a *reliable* and *valid* instrument that measures and categorizes your personality and behavior. It is *not* a test. There are no "right" or "wrong" answers.

- Around 1940 a mother-daughter team (Katharine C. Briggs and her daughter Isabel Briggs Myers) developed this instrument to help people understand and use Carl Jung's theory of psychological type preferences.

- Swiss Psychologist, Carl Jung, (1875 – 1961) theorized that you can predict differences in people's behavior if you know how they prefer to use their mind. According to Jung, we each have an *inborn preference* for using our mind in one of two different ways, in four different categories:

Orientation to World	***Take in Information***	***Make Decisions***	***Take in Info. or Decide***
Extraverted Energized by others *or* **Introverted** Energized by ideas, emotions, memories	**Sensing** Using five senses *or* **Intuition** Using gut or instincts	**Thinking** Logical, problem solvers *or* **Feeling** Consider others, compassionate	**Perceiving** Taking in information *or* **Judging** Organizing information and making decisions

- There are a total of 16 possible "types" based on unique combinations of the preferences.

- Four letters are used to represent a type, for example a person with preferences for **E**xtraverted, **S**ensing, **T**hinking, **J**udging is called an **ESTJ.**

- Each type has strengths and weaknesses. No type is better than another.

- People can use this assessment tool to *validate* their preferences on each of the four dichotomies and understand the sixteen different personality types that result from the interactions among preferences.

- Knowing your type can help you:

  - choose a career that might be a good match for your personality
  - understand others
  - understand your own behavior
  - communicate better with others
  - work more cooperatively in groups with others
  - manage people better in a work situation
  - appreciate individual differences
  - and more…

Myers Briggs Type Indicator (MBTI)
Self-"Guesstimate" Worksheet

Which side do you think more accurately describes you? Write the letter in the box at the end of each pair.

My code:

Orientation to the World

Extraversion	Introversion
Focus on the outer world of people and things	Internal focus on ideas, memories, or emotion
Receive energy from interacting with people	Receive energy from reflecting on thoughts
Energized by taking action; active	Prefer communicating in writing (over talking)
Prefer communicating by talking (over writing)	Learn best by having time alone to process
Work out ideas by talking them through	Prefer working in quiet environments
Learn best through sharing/doing/discussing	Able to focus on one project at length
Have broad interests	Known to be reflective, quiet, private, or deep

E or **I**

Preference for Taking In Information (Perceiving)

Sensing	iNtuition
Focus on the present; what is happening now	Focus on future; possibilities and potential
Prefer real/concrete/tangible information	See the big picture, connections, or patterns
Attentive to details, specifics, and facts	Remember specifics when part of a pattern
Enjoy tasks with an orderly, sequential format	Imaginative and creative
Like having five senses engaged while working	Bored by routine and sequential tasks
Work at a steady pace and have stamina	Like solving problems and developing new skills
Known to be practical, steady, and orderly	Have bursts of energy rather than stamina

S or **N**

Preference for Making Decisions (Judging)

Thinking	Feeling
Examine logical consequences of decisions	Base decisions on subjective values
Objectively weigh the pros and cons	Enjoy appreciating and supporting others
Base decisions on impersonal analysis and logic	Actively look for qualities to praise in others
Energized by problem solving and critiquing	Value and create harmonious environments
Seek standard principles to apply uniformly	Honor each person as a unique individual
Look for cause/effect relationships in data	Assess impacts of decisions on others
Consider feelings when presented as facts	Work best in supportive, encouraging settings

T or **F**

Preference for Either Taking In Information *or* Making Decisions

Judging	Perceiving
Prefer to make decisions with information	Prefer to take in information and understand
Make decisions as soon as possible	Keep things open-ended as long as possible
Enjoy having closure; like things settled	Seek to experience and live life; not control it
Plan and organize their world	Open to new options and last-minute changes
Like roles and expectations to be clear	Enjoy starting projects but often never finish
Enjoy getting things done/being productive	Able to adapt; flexible
Plan ahead to avoid last minute stresses	Energized by last minute pressures

J or **P**

Occupational Trends By Type

ST	SF	NF	NT
Business/Management Law/Law Enforcement Skilled Trades	Health Care Teaching/Education	Counseling Arts Teaching/Education Religion	Science Technology Management
ISTJ **Occupational Trends:** Management Administration Law Enforcement Accounting Focus: use attention to detail to get the job done.	**ISFJ** **Occupational Trends:** Education Health Care Religious Settings Focus: personally help people behind the scenes	**INFJ** **Occupational Trends:** Religion Counseling Teaching Arts Focus: facilitate others' emotional, intellectual or spiritual development	**INTJ** **Occupational Trends:** Scientific/Technical Field Computers Law Focus: use intellectual creativity and technical knowledge to conceptualize, analyze and get tasks done
ISTP **Occupational Trends:** Skilled Trades Agriculture Law Enforcement Military Technical Fields Focus: work hands-on with data or things and analyze	**ISFP** **Occupational Trends:** Health Care Business Law Enforcement Focus: use gentle nature and attention to detail, in service-related positions	**INFP** **Occupational Trends:** Counseling Writing Arts Focus: use creativity to honor or support their values	**INTP** **Occupational Trends:** Scientific or Technical Fields Focus: apply objective analysis of problems and technical expertise in solitary environment
ESTP **Occupational Trends:** Marketing Skilled Trades Business Law Enforcement Focus: take action, work hands-on and attend to details	**ESFP** **Occupational Trends:** Health Care Teaching Child Care Skilled Trades Focus: use outgoing nature and enthusiasm to help people with practical needs	**ENFP** **Occupational Trends:** Counseling Teaching Religion Arts Focus: use creativity and communication to foster growth in others	**ENTP** **Occupational Trends:** Science Management Technology Arts Focus: continuously take on new challenges and solve problems
ESTJ **Occupational Trends:** Management Administration Law Enforcement Focus: use logic and organization of the facts to get tasks done	**ESFJ** **Occupational Trends:** Education Health Care Religion Focus: use their personal concern to provide service to others	**ENFJ** **Occupational Trends:** Religion Arts Teaching Focus: help others with their emotional, intellectual and spiritual growth	**ENTJ** **Occupational Trends:** Management Leadership Focus: use analysis, strategic planning, and organization to get tasks completed

Sources: Consulting Psychologists Press MBTI Manual and MBTI Qualifying Program Training Packet

On The Job Stressors By Type

Try to select careers where you will *avoid or minimize* the following stressors for your personality preferences.

Job Stressors for:

Extraverts	**Introverts**
Working alone	working with others
Having to communicate by email	talking on the phone a lot
Lengthy work periods with no interruptions	frequent interruptions
Having to reflect before taking action	having to act quickly without reflection
Having to focus in-depth on one thing	having too many concurrent tasks/demands
Getting feedback only in writing	getting frequent verbal feedback

Sensing Types	**iNtuitive Types**
Attending to own and others' insights	having to attend to realities
Having to do old things in new ways	having to do things the proven way
Having to give an overview without details	having to attend to details
Looking for the meaning in facts	checking the accuracy of facts
Focusing on possibilities	needing to focus on past experience
Too many complexities	being required to be practical

Thinking Types	**Feeling Types**
Using personal experience to assess situations	analyzing situations objectively
Adjusting to individual differences and needs	setting criteria and standards
Noticing and appreciating what is positive	critiquing and focusing on flaws
Focusing on processes and people	focusing only on tasks, not people
Using empathy/personal values to make decisions	using logic alone to make decisions
Having others react to questioning as divisive	asking questions that feel divisive

Judging Types	**Perceiving Types**
Waiting for structure to emerge from the process	having to organize self or others
Being expected to use "inner timing"	working within time frames and deadlines
Working with too flexible time frames/deadlines	others' distrust of last minute energy
Having to marshal energy at the last minute	having to finish and move on
Staying open to reevaluation of tasks	developing contingency plans
Dealing with surprises	being required to plan ahead
"Winging" it	being on time

Source: Consulting Psychologists Press MBTI Manual

CAREERS TO CONSIDER

ENFJ

"Insightful Contributors"

Actor
Administrative Assistant
Adult Education Teacher
Advertising Account Manager
Advertising Director
Alcohol/Addiction Counselor
Art Teacher
Artist
Athletic Coach
Bank Manager
Bank Teller
Bilingual Education Teacher
Bookkeeper
Business Manager
Career Counselor
Caterer
Child Welfare Worker
Child-care Worker
Clergy/Ministry
Communications Director
Community College Professor
Community Health Provider
Composer
Construction Worker
Corporate Trainer
Corrections Officer
Cosmetologist
Crisis/Suicide Counselor
Dean of Students
Dental Assistant
Dental Hygienist
Dentist
Designer
Dietitian
Diversity Consultant
Drama Teacher
Eco-tourism Specialist
Editor
Elementary School Teacher
Employee Assistance Counselor
English Teacher
Entertainer
Family Physician
Flight Attendant
Fund-raiser
Funeral Home Director
Graphic Designer
Guidance Counselor
Hairdresser
Health Education Practitioner
Health Teacher
High School Teacher
Holistic Health Practitioner
Home Economist
Human Resources Administrator
Insurance Agent
Interpreter
Journalist
Language Teacher
Legal Assistant
Librarian
Licensed Practical Nurse
Lifeguard
Magazine Editor
Management Consultant
Marketing Executive
Massage Therapist
Media Communications Specialist
Medical Assistant
Medical Secretary
Medical Technician
Middle School Teacher
Music Teacher
Musician
Newscaster
Non-profit Director
Nurse
Nursing Consultant
Nursing Educator
Nutritionist
Occupational Therapist
Office Manager
Optician
Optometrist
Pediatric Medicine
Pharmacist
Pharmacy Technician
Physical Therapist
Police Detective
Preschool Teacher
Program Designer
Psychiatrist
Psychologist
Public Relations Specialist
Radiology Technologist
Reading Teacher
Real Estate Agent
Receptionist
Recreational Director
Recruiter
Residential Housing Director
Respiratory Therapist
Sales Associate
Sales Manager
Secretary
Security Guard
Small Business Executive
Social Services Worker
Social Worker
Special Education Teacher
Speech Pathologist
Supervisor
Teacher's Aide
Translator
Travel Agent
TV Producer
Veterinarian
Writer

CAREERS TO CONSIDER

ENFP

"Compassionate Explorers"

Actor
Advertising Account Manager
Advertising Creative Director
Alcohol/Addiction Counselor
Art Teacher
Artist
Attorney
Bilingual Education Teacher
Biologist
Business Consultant
Career Counselor
Cartoonist
Character Actor
Chemical Engineer
Child Welfare Counselor
Columnist
Community College Professor
Composer
Computer Programmer
Computer Specialist
Computer Systems Analyst
Conference Planner
Construction Worker
Consultant
Copy Writer
Corporate Trainer
Corrections Officer
Dental Hygienist
Development Director
Dietitian
Diversity Trainer
Drama Teacher
Early Childhood Ed.Teacher
Editor
Educational Consultant
Electrician
Employee Assistance Counselor
Employment Development Specialist
Engineer
English Teacher
Entertainer
Entrepreneur
Environmental Attorney
Fine Artist
Health and Wellness Teacher
Health Care Worker
Holistic Health Practitioner
Human Resources Manager
Human Resources Personnel
Human Resources Trainer
Interior Decorator/Designer
Inventor
Investment Counselor
Journalist
Leadership Consultant
Legal Mediator
Magazine Art Director
Management Consultant
Manager
Marketing Consultant
Marketing Executive
Massage Therapist
Mechanical Engineer
Merchandise Planner
Music Teacher
Musician
Newscaster
Nutritionist
Occupational Therapist
Ombudsperson
Outplacement Consultant
Pastoral Counselor
Photographer
Physical Therapist
Physician
Playwright
Political Analyst
Politician
Preschool Teacher
Probation Officer
Psychiatrist
Psychologist
Public Relations Specialist
Public Relations Specialist
Publicist
Publicity Writer
Rehabilitation Counselor
Religious Worker
Reporter
Research Assistant
Residential Housing Director
Restaurant Owner
Salesperson
School Guidance Counselor
Scientific Investigator
Scientific Researcher
Screenwriter
Social Worker
Special Education Teacher
Speech Pathologist
Speech-Language Pathologist
Strategic Planner
Vocational Counselor
Writer

CAREERS TO CONSIDER

ENTJ

"Insightful Expeditors"

Accountant
Actor
Administrator
Advertising Account Manager
Architect
Attorney
Auditor
Banker
Biologist
Biomedical Engineer
Business Consultant
Business Executive
Chemical Engineer
Chemist
College Professor
Community Health Worker
Computer Analyst
Construction Worker
Cook
Corporate Finance Attorney
Corporate Trainer
Corrections Officer
Crafts Worker
Credit Investigator
Data Analyst
Dentist
Designer
Detective
Economics Analyst
Economist
Education Consultant
Electronics Expert
Employment Specialist
Engineer
English Teacher
Environmental Engineer
Farmer
Financial Advisor
Financial Planner
Fine Artist
Franchise Owner
Funeral Director
General Contractor
Government Employee
Guard
Human Resources Professional
Insurance Agent
International Sales and Marketing
Investigator
Judge
Labor Relations Officer
Law Enforcement Officer
Legal Assistant
Logistics Consultant
Management Consultant
Marketing Manager
Media Planner/Buyer
Medical Assistant
Medical Technician
Military Officer
Mortgage Broker
Network Integration Specialist
Nurse
Office Manager
Park Ranger
Personnel Manager
Pharmaceutical Sales Manager
Pharmacist
Photographer
Physician
Probation Officer
Program Designer
Project Manager
Psychiatrist
Psychologist
Public Official
Public Relations Specialist
Purchasing Agent
Real Estate Agent
Researcher
Sales Manager
Salesperson
School Principal
Science Teacher
Scientist
Security Guard
Social Science Teacher
Social Scientist
Social Worker
Steelworker
Stockbroker
Supervisor
Technical Trainer
Telecommunications Worker
Trades Teacher - High School

CAREERS TO CONSIDER

ENTP

"Logical Explorers"

Actor
Advertising Creative Director
Advertising Director
Art Teacher
Artist
Attorney
Biologist
Cartoonist
Chemical Engineer
Community College Professor
Composer
Computer Programmer
Computer Systems Analyst
Conference Planner
Construction Worker
Corrections Officer
Dental Hygienist
Diversity Trainer
Drama Teacher
Editor
Educational Consultant
Electrician
Engineer
Entertainer
Entrepreneur
Financial Planner
Fine Artist
Health and Wellness Teacher
Health Care Worker
Human Resources Personnel
Industrial Design Manager
Interior Designer
International Marketing Specialist
Inventor
Investment Broker
Investment Planner
Journalist
Leadership Consultant
Literary Agent
Logistics Consultant
Magazine Art Director
Management Consultant
Manager
Marketing Director
Marketing Planner/Buyer
Marketing Researcher
Mechanical Engineer
Music Teacher
Musician
Network Integration Specialist
Newscaster
Nutritionist
Occupational Therapist
Ombudsman
Outplacement Counselor
Personnel Systems Developer
Photographer
Physician
Political Analyst
Politician
Preschool Teacher
Probation Officer
Psychiatrist
Psychologist
Public Relations Specialist
Publicist
Radio Host
Radio Producer
Real Estate Agent
Real Estate Developer
Rehabilitation Counselor
Religious Worker
Reporter
Research Assistant
Restaurant/Bar Owner
Salesperson
School Guidance Counselor
Scientific Investigator
Scientific Researcher
Social Worker
Special Education Teacher
Special Projects Developer
Speech Pathologist
Sports Marketing Professional
Strategic Planner
Technical Trainer
Television Producer
TV/Talk Show Host
Venture Capitalist
Vocational Counselor
Writer
Youth Counselor

CAREERS TO CONSIDER

ESFJ

"Practical Contributors"

Actor
Adult Education Teacher
Advertising
Alcohol/Addiction Counselor
Art Teacher
Artist
Athletic Coach
Bilingual Educator
Bookkeeper
Business Administrator
Business Manager
Career Counselor
Caterer
Child Care Worker
Child Welfare Worker
Communications Director
Community College Professor
Community Health Worker
Construction Worker
Corrections Officer
Cosmetologist
Counselor
Credit Counselor
Crisis/Suicide Counselor
Customer Service Representative
Dental Assistant
Dental Hygienist
Dentist
Designer
Dietitian
Drama Teacher
Eco-Tourism Specialist
Editor
Elementary School Teacher
Employee Assistance Counselor
English Teacher
Entertainer
Family Physician
Flight Attendant
Funeral Home Director
Fund-raiser
Genealogist
Graphic Designer
Guard
Hairdresser
Health Education Practitioner
Health Teacher
High School Teacher
Home Economist
Home Health Aide
Home Health Care Services
Host/Hostess
Human Resources Administrator
Insurance Agent
Interpreter
Journalist
Language Arts Teacher
Legal Assistant
Librarian
Licensed Practical Nurse
Lifeguard
Management Consultant
Massage Therapist
Media Communications Specialist
Medical Assistant
Medical Secretary
Medical Technician
Merchandise Planner
Middle School Teacher
Minister/Priest/Rabbi
Music Teacher
Musical Composer
Musician
Nurse
Nursing Consultant
Nursing Educator
Nutritionist
Occupational Therapist
Office Manager
Optician
Optometrist
Paralegal
Pediatric Medicine
Pharmacist
Pharmacy Technician
Physical Therapist
Police Detective
Preschool Teacher
Primary Care Physician
Psychiatrist
Psychologist
Public Relations Specialist
Radiology Technologist
Reading Teacher
Real Estate Agent
Real Estate Broker
Receptionist
Recreational Director
Religious Educator
Respiratory Therapist
Restaurant Worker
Retail Owner/Operator
Sales Associate
Sales Manager
Secretary
Site Supervisor
Social Worker
Special Education Teacher
Speech Pathologist
Supervisor
Teacher's Aide
Telemarketer
Translator
Typist
Veterinarian
Writer

CAREERS TO CONSIDER

ESFP

"Compassionate Responders"

Adult Education Teacher
Aeronautical Engineer
Athletic Coach
Auditor
Biologist
Bookkeeper
Carpenter
Chef
Child Care Provider
Child Welfare Counselor
Clerical Supervisor
Comedian
Community Health Worker
Computer Programmer
Construction Worker
Consultant
Corporate Trainer
Correctional Officer
Cosmetologist
Counselor
Critical Care Nurse
Dancer
Dental Assistant
Dental Hygienist
Designer
Dietitian
Diversity Trainer
Dog Trainer
Early Childhood Education Teacher
Editor
Electrician
Electronics Technician
Elementary Education Teacher
Emergency Medical Technician
Emergency Response Worker
Emergency Room Nurse
Engineer
Entertainment Promoter
Exercise Physiologist
Farmer
Film Producer
Financial Advisor
Firefighter
Flight Attendant
Floral Designer
Fund-raiser
General Contractor
Guard
Hairdresser
High School Teacher
Home Health Aide
Host/Hostess
Insurance Agent
Investigator
Journalist
Labor Relations Mediator
Laboratory Technologist
Laborer
Land Developer
Library Staff Member
Licensed Practical Nurse (LPN)
Lifeguard
Machine Operator
Marine Biologist
Marketing Specialist
Mason
Massage Therapist
Mechanic
Mediator
Medical Assistant
Medical Technician
Middle School Teacher
Musician
Negotiator
Nursing Aide
Nutritionist
Occupational Therapist
Optician
Optometrist
Park Ranger
Performer
Pharmacist
Pharmacy Technician
Photographer
Physical Therapist
Physician's Assistant
Pilot
Plumber
Police Detective
Police Officer
Preschool Teacher
Primary Care Physician
Probation Officer
Project Editor
Promoter
Public Health Nurse
Public Relations Specialist
Radiological Technician
Real Estate Agent
Receptionist
Recreational Attendant
Rehabilitation Counselor
Reporter
Respiratory Therapist
Retail Merchandiser/Planner
Salesperson
Secretary
Small Business Manager
Social Worker
Special Events Producer
Stockbroker
Tour Agent
Tour Operator
Transportation Worker
Travel Agent
Veterinarian
Veterinary Assistant
Veterinary Technician
Waitperson

CAREERS TO CONSIDER

ESTJ

"Practical Expeditors"

Accountant
Accounting Internal Auditor
Actor
Architect
Attorney
Auditor
Bank Officer
Banker
Biologist
Budget Analyst
Business Consultant
Business Executive
Chemist
Chief Information Officer (CIO)
Clinical Technician
Community Health Worker
Computer Analyst
Computer Specialist
Construction Worker
Cook
Corporate Trainer
Corrections Officer
Credit Analyst
Credit Investigator
Criminal Investigator
Data Analyst
Database Manager
Dentist
Designer
Detective
Economics Analyst
Educational Consultant
EEG Technician
Electronics Expert
Engineer
English Teacher
Factory Supervisor
Farmer
Financial Advisor
Financial Planner
Fine Artist
Franchise Owner
Funeral Director
General Contractor
Government Administrator
Health Services Administrator
Human Resources Administrator
Insurance Agent
Judge
Law Enforcement Officer
Legal Assistant
Loan Officer
Logistics and Supply Manager
Management Consultant
Marketing Professional
Medical Technician
Military Officer
Mortgage Broker
Nurse
Office Manager
Paralegal
Park Ranger
Pharmaceutical Sales
Pharmacist
Photographer
Physician: General Manager
Police Officer
Primary Care Physician
Private Investigator
Probation Officer
Project Manager
Psychiatrist
Psychologist
Public Official
Public Relations Specialist
Purchasing Agent
Real Estate Agent
Regulatory Compliance Officer
Researcher
Sales Manager
Salesperson
School Principal
Science Teacher
Scientist
Security Guard
Social Science Teacher
Social Scientist
Social Worker
Steelworker
Stock Broker
Supervisor
Technical Teacher
Technical Trainer
Telecommunications Security

CAREERS TO CONSIDER

ESTP

"Logical Responders"

Aeronautical Engineer
Artisan
Athletic Coach
Auctioneer
Auditor
Banker
Bartender
Biologist
Book keeper
Budget Analyst
Carpenter
Cashier
Chef
Child Care Worker
Clerical Supervisor
Clerical Worker
Community Health Worker
Computer Programmer
Construction Worker
Consultant
Correctional Officer
Cosmetologist
Counselor
Craft Worker
Critical Care Nurse
Dancer
Dental Assistant
Dental Hygienist
Designer
Detective
Editor
Electrician
Electronics technician
Emergency medical Technician
Emergency Response Worker
Engineer
Farmer
Film Producer
Financial Advisor
Firefighter
Fitness Instructor
Flight attendant
Floral Designer
General Contractor
Guard
Hairdresser
Insurance Agent
Insurance Fraud Investigator
Insurance Sales
Investigator
laboratory Technologist
Laborer
Land Developer
Library Worker
Lifeguard
Logistic And Supply Manager
Machine Operator
Marine Biologist
Marketing Specialist
Mason
Mechanic
Mediator
Medical Assistant
Medical Technician
Musician
Negotiator
News Reporter
Nursing Aide
Optometrist
Paramedic
Park Ranger
Performer
Pharmacist
Photographer
Physical Therapist
Physicians Assistant
Pilot
Plumber
Police officer
Preschool / High School Teacher
Primary Care Physician
Private Investigator
Probation Officer
Professional Athlete
Project Editor
Promoter
Public Health Nurse
Public Relations Specialist
Purchasing Agent
Radiological Technician
Real Estate agent
Recreational Attendant
Receptionist
Rehabilitation Counselor
Reporter
Respiratory Therapist
Sale Person
Small-Business Manager
Social Services Worker
Special Events Producer
Sports Caster
Sports Medic
Sports Merchandise Sales
Stockbroker
Teacher (Adult education)
Tour Agent
Transportation Worker
Travel Agent
Veterinary Assistant
Veterinarian
Waitperson

CAREERS TO CONSIDER

INFJ

"Compassionate Visionaries"

Health Care Administrator
Community Health Worker
Pharmacist
Pharmacy Technician
Physician
Veterinarian
Social Services Administrator
Education Administrator
Corrections Officer
Supervisor in various fields
Electrician
Legal Assistant
Librarian
Real Estate Agent
Word Processor
Critical Care Nurse
Dental Assistant
Dental Hygienist
Dietitian
Nutritionist
Health Education Pratitioner
Health Service Worker
Health Technologist
Licensed Practical Nurse
Medical Records Administrator
Medical Technologist
Nurse
Nurse Aide
Nursing Consultant
Nursing Educator
Physical Therapist
Physician
Public Health Nurse
Speech Pathologist
Speech Therapist
Probation Officer
Teacher
Teacher's Aide
Child-care Worker
Cosmetologist
Customer Service Representative
Food Service Worker
Hairdresser
Optician

Aeronautical Engineer
Bookkeeper
Cashier
Computer Operator
Curator
Library Assistant
Office/Clerical Worker
Secretary
Architect
Interior Decorator
Musician
Guard
Police Detective
Accountant
Actuary
Auditor
Banker
Financial Consultant
Financial Manager
Efficiency Analyst
Information Officer
Insurance Underwriter
Purchasing Agent
Researcher
Chemist
Computer Analyst
Computer Technician
Dentist
Electrical or Electronic Engineering Technician
Engineer
Engineering Technologist
Geologist
Lab technologist
Meteorologist
Technical Writer
Consultant
Labor Relations Worker
Management Consultant
Manager
Personnel Manager
School Principal
Air Force Personnel
Detective
Judge

Military Officer
Police Officer
Pollution Control Specialist
Regulatory Compliance Officer
Cleaning Service Worker
Crafts Worker
Farmer
Machine Equipment or Process Operator
Mechanic
Steelworker

CAREERS TO CONSIDER

INFP

"Insightful Enhancers"

Actor
Administrative Assistant
Animal Groomer
Architect
Artist
Audiologist
Beautician
Bilingual Education Teacher
Biologist
Book Keeper
Botanist
Carpenter
Child Welfare Counselor
Child-Care Worker
Church Worker
Cleaning Service
Clerical Supervisor
Clerk
College Professor
Composer
Computer Operator
Construction Worker
Consultant
Cook
Corrections Officer
Counselor
Crafts Worker
Crisis Hotline Operator
Customer Service Representative
Dental Assistant
Dental Hygienist
Designer
Dietitian
Diversity Manager
Early Childhood Teacher
Editor
Educational Consultant
Electrician
Electronic technician
Employee Assistant Counselor
Employment Developer
Engineer
Entertainer
Executive Secretary
Fashion Designer
Fine Artist
Forester
Gardener
Geologist
Graphic Designer
Health Technologist
Health-Service Worker
Holistic Health Practitioner
Home Health Social Worker
Human Resources Specialist
Interior Design
Interpreter
Journalist
Laboratory Technologist
Landscape Designer
Legal Assistant
Legal Mediator
Librarian
Licensed Practical Nurse
Lifeguard
Machine Operator
Marine Biologist
Massage Therapist
Mechanic
Media Specialist
Medical Assistant
Medical Technologist
Minister
Missionary
Musician
Novelist
Nursing Aide
Nutritionist
Occupational Therapist
Optician
Optometrist
Personal Coach
Pharmacy Technician
Physician
Poet
Police Detective
Police Officer
Priest
Psychiatrist
Psychology
Public Health Nurse
Public health Nurse
Recreational Attendant
Registered Nurse
Religious Educator
Religious Worker
Reporter
Researcher
Respiratory Therapist
School-Bus Driver
Secretary
Social Scientist
Social Worker
Special Education Teacher
Speech Language Pathologist
Surveyor
Teacher Grades K-12
Teacher's Aide
Therapist
Therapist Physical
Trainer
Translator
Veterinarian Assistant
Waitperson
Writer

CAREERS TO CONSIDER

INTJ

"Logical Visionaries"

Actor
Architect
Artist
Astronomer
Attorney
Audiologist
Auditor
Biologist
Biomedical Researcher
Business Analyst
Cardiologist
Chemist
Civil Engineer
College Professor
Composer
Computer Programmer
Computer Systems Analyst
Consultant
Corporate Trainer
Counselor
Credit Investigator
Curriculum Designer
Dental Hygienist
Dentist
Design Engineer
Designer
Dietitian
Economist
Editor
Editor/Art Director
Education Consultant
Electronic Technician
Engineer
Entertainer
Environmental Planner
Financial Planner
Freelance Media Planner
Human Resources
Information Services Specialist
Informational -Graphics Designer
Intellectual Properties Attorney
International Banker
Interpreter
Inventor
Investment Banker
Journalist
Judge
Librarian
Management Consultant
Manager
Marketing Professional
Massage Therapist
Mathematician
Media Specialist
Mediator
Medical Assistant
Medical Secretary
Metallurgical Engineer
Musician
Network Integration Specialist
Neurologist
News Analyst
Nurse
Nutritionist
Occupational Therapist
Operations Researcher Engineer
Organizational Development Specialist
Pharmaceutical Researcher (R&D)
Pharmacist
Pharmacologist
Photographer
Physician
Psychiatrist
Public Relations Specialist
Publicist
Psychologist
Religious Worker
Reporter
Researcher
School Administrator
School Principal
Social Scientist
Social Services Worker
Software and Systems Developer
Speech Pathologist
Strategic Planner
Teacher
Telecommunications Expert
Telecommunications Security
Translator
Universal Design Architect
Writer

CAREERS TO CONSIDER

INTP

"Insightful Analyzers"

Accountant
Actor
Archaeologist
Architect
Attorney
Biologist
Biomedical Engineer
Carpenter
Change Management Consultant
Chemist
Cleaning-Service Worker
College Administrator
College Faculty Administrator
College Teacher/advanced students
Commercial Artist
Computer Analyst
Computer Programmer
Computer Repair Technician
Computer Software Designer
Computer Software Developer
Computer Specialist
Construction Worker
Cook
Corrections Officer
Counselor
Crafts Worker
Creative writer
Dancer
Dentist
Dental Assistant
Dental hygienist
Detective
Economist
Editor
Electrical Technologist
Electrician
Electronic Technologist
Emergency Medical Technician
Engineer
Entertainer
Farmer
Financial Planner
Fine Artist
Firefighter
Guard
Health Practitioner
Historian
Information Services Developer
Intelligence Agent
Interpreter
Inventor
Investigator
Investment Banker
Journalist
Judge
laboratory Technician
laborer
Lawyer
Legal Assistant
Legal Mediator
Logician
Machine Operator
Manager
Marine Biologist
Mathematician
Mechanic
Medical Technologist
Military Officer
Musician
Network Integration Specialist
Neurologist
New Market Conceptualizer
Occupational Therapist
Optometrist
Park Ranger
Pharmacist
Pharmacist
Philosopher
Photographer
Photographer
Physical Therapist
Physician
Physicist
Pilot
Plastic Surgeon
Police Officer
Probation Officer
Product Conceptualizer
Psychoanalyst
Psychologist
Public Relations Specialist
Purchasing Agent
Race-Car Driver
Researcher
Respiratory Therapist
School bus Driver
Scientist
Securities Analyst
Social Scientist
Steel Worker
Strategic Planner
Surveyor
Systems Analyst/Data Base
Teacher
Technical Trainer
Translator
Transportation Operator
Veterinarian
Writer

CAREERS TO CONSIDER

ISFJ

"Compassionate Assimilators"

Accountant
Actuary
Aeronautical Engineer
Air Force Personnel
Alcohol/Addiction Counselor
Architect
Artist
Auditor
Banker
Bookkeeper
Cashier
Chemist
Child Care Worker
Child Welfare counselor
Cleaning Service Worker
Clerical Assistant or Office Worker
Clerical Supervisor
Community Health Worker
Computer Analyst
Computer Operator
Computer Technician
Corrections Officer
Cosmetologist
Counselor
Crafts Worker
Credit Counselor
Critical Care Nurse
Curator
Customer Service Representative
Dental Assistant
Dental Hygienist
Dentist
Detective
Dietitian
Education Administrator
Efficiency Analyst
Electrical Engineer
Electrician
Electronic Engineering Technician
Elementary School Teacher
Engineer
Engineering Technologist
Family Physician
Farmer
Financial Manager
Financial Analyst
Food-Service Worker
Genealogist
General Practice Physician
Geologist
Guard
Guidance Counselor
Hairdresser
Health Care Administrator
Health Education Practitioner
Health Services Worker
Health Technologist
Home Health Care Sales
Home Health Social Worker
Information Officer
Innkeeper
Insurance Underwriter
Interior Decorator
Judge
Lab Technologist
Labor Relations Worker
Legal Assistant
Librarian
Library Assistant
Licensed Practical Nurse
Machine Equipment Operator
Management Consultant
Management Executive
Manager - Business
Manager - Government
Manager - Law Enforcement
Math Teacher
Mechanic
Medical Equipment Sales
Medical Records Administrator
Medical Technologist
Merchandise Planner
Meteorologist
Military Officer
Minister
Musician
Nurse
Nurse Administrator
Nurse Aide
Nurse Educator
Nursing Consultant
Nutritionist
Optician
Paralegal
Personnel Manager
Pharmacist
Pharmacy Technician
Physical Therapist
Physician
Police Detective
Police Officer
Pollution Control Specialist
Preschool Teacher
Priest or Spiritual Advisor
Probation Officer
Public Health Nurse
Purchasing Agent
Radiological Technician
Reading Teacher
Real Estate Agent
Real Estate Broker
Regulatory Compliance Officer
Religious Education Teacher
Researcher
Respiratory Therapist
Retail Business Owner
School Principal
Secretary
Site Supervisor
Social Services Administrator
Social Worker
Special Education Teacher
Speech Pathologist
Speech Therapist
Steelworker
Supervisor
Teacher Aide
Technical Teacher
Technical Writer
Trades Teacher
Veterinarian
Word Processor

CAREERS TO CONSIDER

ISFP

"Practical Enhancers"

Actor
Administrative Assistant
Alcohol/Drug Counselor
Animal Groomer
Animal Trainer
Architect
Art Teacher
Artist
Beautician
Biologist
Bookkeeper
Botanist
Carpenter
Chef
Child Care Worker
Child Welfare Counselor
Cleaning Service Worker
Clerical Supervisor
Clerk
Composer
Computer Operator
Construction Worker
Cook
Corrections Officer
Crafts Worker
Crisis Counselor
Crisis Hotline Operator
Customer Service Representative
Dancer
Dental Assistant
Dental Hygienist
Designer
Dietitian
Drama Teacher
Early Childhood Education Teacher
Editor
Educational Consultant
Educational Counselor
Electrician
Electronic Technician
Elementary School Teacher
Engineer
English Teacher
Entertainer
Executive Secretary
Exercise Physiologist
Fashion Designer
Fine Artist
Forester
Gardener
Geologist
Graphic Designer
Health Service Worker
High School Teacher
Home Health Care Sales
Home Health Social Worker
Human Resources Specialist
Interior Designer
Jeweler
Journalist
Laboratory Technologist
Landscape Designer
Legal Assistant
Legal Secretary
Librarian
Licensed Practical Nurse
Lifeguard
Machine Operator
Marine Biologist
Massage Therapist
Mechanic
Media Specialist
Medical Assistant
Medical Technologist
Merchandise Planner
Musician
Nursing Aide
Nutritionist
Occupational Therapist
Optician
Optometrist
Painter
Paralegal
Personal Coach
Personal Trainer
Pharmacy Technician
Physical Therapist
Physician
Police Detective
Police Officer
Potter
Psychiatrist
Psychologist
Public Health Nurse
Reading Teacher
Recreational Attendant
Registered Nurse
Rehabilitation Counselor
Religion Teacher
Religious Worker
Reporter
Researcher
Respiratory Therapist
Sales Representative
School Bus Driver
Secretary
Social Scientist
Social Worker
Special Education Teacher
Sports Equipment Sales
Storekeeper
Surveyor
Tapestry Worker
Teacher's Aide
Therapist
Translator or Interpreter
Travel Sales
Typist
Veterinarian Assistant
Visiting Nurse
Vocational Counselor
Waiter/Waitress
Writer
Youth Counselor

CAREERS TO CONSIDER

ISTJ

"Logical Assimilators"

Accountant
Actuary
Aeronautical Engineer
Air Force Personnel
Architect
Artist
Auditor
Banker
Bookkeeper
Business Manager
Cashier
Chemist
Child-care Worker
Cleaning Service Worker
Community Health Worker
Computer Analyst
Computer Operator
Computer Technician
Consultant
Corrections Officer
Cosmetologist
Counselor
Crafts Worker
Curator
Customer Service Representative
Dentist
Detective
Education Administrator
Efficiency Analyst
Electrical Engineering Technician
Electrician
Elementary School Teacher
Engineer
Engineering Technologist
Executive Manager/Supervisor
Farmer
Financial Planner/Manager
Food-service Worker
Geologist
Government Manager
Guard
Hairdresser
Health Care Administrator
Information Officer
Insurance Underwriter
Interior Decorator
IRS Agent
Judge
Lab Technologist
Labor Relations Worker
Law Enforcement Manager
Legal Assistant
Librarian
Library Assistant
Machine Equipment Operator
Management Consultant
Manager/Supervisor
Mathematics Teacher
Mechanic
Meteorologist
Military Officer
Minister
Musician
Nursing Administrator
Nursing Educator
Office Clerical Worker
Office Manager
Optician
Personnel Manager
Pharmacist
Pharmacy Technician
Physical Therapist
Physician
Physician
Police Detective
Police Officer
Pollution Control Specialist
Preschool Teacher
Priest or Spiritual Advisor
Probation Officer
Public Health Nurse
Purchasing Agent
Reading Teacher
Real Estate Agent
Regulatory Compliance Officer
Religious Teacher
Researcher
School Principal
Secretary
Site Supervisor
Social Services Administrator
Social Worker
Special Education Teacher
Speech Pathologist or Therapist
Steelworker
Supervisor
Teacher's Aide
Technical Writer
Technical/Trades Teacher
Veterinarian
Word Processing Specialist

CAREERS TO CONSIDER

ISTP

"Practical Analyzers"

Accountant
Actor
Adult Education Teacher
Airline Mechanic
Architect
Attorney
Automotive Products Retailer
Banker
Biologist
Carpenter
Chemist
Cleaning Service Worker
College Administrator
Commercial Artist
Computer Programmer
Computer Repair Technician
Computer Specialist
Computer Systems Analyst
Construction Worker
Cook
Corrections Officer
Crafts Worker
Crisis Counselor
Dental Assistant
Dental Hygienist
Dentist
Detective
Detective
Economist
Editor
EEG Technologist
Electrical Technologist
Electrician
Electronics Specialist
Emergency Medical Technician
Engineer
Entertainer
Exercise Physiologist
Farmer
Financial Planner
Fine Artist
Fire Fighter
Fire Marshal
Firefighter
Health Practitioner
Hunter
Information Services Developer
Intelligence Agent
Interpreter or Translator
Inventor
Investment Banker
Journalist
Judge
Laboratory Technician
Laborer
Legal Assistant
Legal Investigator
Legal Mediator
Legal Secretary
Logistics and Supply Manager
Machine Operator
Manager - Government
Manager - Small Business
Manager - Utilities
Marine Biologist
Mathematician
Mathematics Teacher
Mechanic
Medical Technologist
Military Officer
Musician
Network Integration Specialist
Occupational Therapist
Office Manager
Optometrist
Paralegal
Park Ranger
Pharmaceutical Sales
Pharmacist
Photographer
Physical Therapist
Physician
Pilot
Plastic Surgeon
Police Officer
Private Investigator
Probation Officer
Psychiatrist
Psychologist
Public Relations Specialist
Purchasing Agent
Race Car Driver
Researcher
Respiratory Therapist
School Bus Driver
Securities Analyst
Security Guard
Social Scientist
Software Designer
Software Developer
Sports Equipment Merchandising
Sports Equipment Sales
Steelworker
Strategic Planner
Suicide Prevention Counselor
Surveyor
Technical Trainer
Transportation Operator
University Professor
Veterinarian
Weapons Operator
Writer
Youth Counselor

MBTI and Learning Styles and Strategies

Extroverts (E) are energized by interaction with others. They are people of action. Es are pulled into social life and find it difficult to settle down, read, or concentrate on homework. They may find college tasks, such as reading, research, and writing challenging because they are solitary endeavors. They learn best by talking and physically engaging in the environment. Extroverts learn better in small classroom settings where students can actively engage in conversations with peers and professors as opposed to large lecture style classrooms where listening is the primary activity. Extroverts enjoy oral feedback from professors, as well as conversations before/after class or during office hours. Additionally, extraverts benefit from study groups where they can learn through speaking with others.

Introverts (I) are energized by the inner world of reflection, thought, and contemplation. They need space and time alone. Introverts like reading, lectures, and written work. Therefore, they generally do well in traditional classroom settings. Introverts may hesitate to speak up in class but may benefit from one-on-one conversations with a professor or written feedback. Online courses may work well for introverts as many often engage more in chat rooms or via email than contributing orally to a class discussion. Introverts may need time alone to reflect, process, and reenergize before joining a group or study group.

Sensing (S) people rely heavily on their five senses to take in information. They may be good listeners or visually oriented learners. They also enjoy hands-on learning experiences. They like concrete facts, organization, and structure. They learn well from organized lectures or presentations. They are good at memorization. Sensing people usually like outlines, clear guidelines, and specifics. A syllabus is an important learning tool for Sensing types. As Sensing types often have difficulty with theory, they may struggle in classes where theoretical concepts are commonplace such as psychology or philosophy.

Intuitive (N) people see the world through intuition. They learn by hunches. Intuitive students may not read a test question all the way through, sometimes missing a key part. Intuitive types want to know the theory before deciding that facts are important and will always ask "why". They are creative and innovative and may struggle following strict sets of instructions or on multiple choice tests. Ns also work with bursts of energy. Ns will write their term paper and then finish the required outline.

Thinking (T) people decide on the basis of logic, analysis, and reason. They may be great at figuring out logical problems and analyzing problems. They may voice their strong opinions in the classroom. They expect fairness in grading, equal treatment of all students and adherence to fair classroom policies.

Feeling (F) persons decide on the basis of their feelings, personal likes and dislikes. Feeling types value harmony and are distressed by interpersonal friction. Harmony in the classroom, with classmates and with the professor will be of ultimate importance for Feeling types.

Judging (J) types try to order and control their world. They are decisive, may be closed-minded, and are usually well organized. They meet deadlines, like planning, and prefer to work on only one thing at a time. Judging types will usually have very well organized notebooks, and will structure their time to complete assignments promptly. Judging types will struggle if changes occur and they need to adapt, or if they are required to work with a group that is not as well organized, or if they need to cram for an exam.

Perceiving (P) types are spontaneous and don't like to be boxed in by deadlines or plans. They want to gather more information before making a decision. They work at many things at once. Ps are flexible and often good in emergencies when plans are disrupted. Their biggest problem is procrastination. Ps may have trouble getting assignments in on time or budgeting their time. They may, however, actually do well cramming for an exam or rushing to get a project finished as they thrive on last-minute pressure.

Communicating with MBTI Preferences

When communicating with Extroverts
Talk to them, preferably face to face
Present information to extroverts in groups as they will like to talk about it with each other
Emphasize the action to be taken
Expect extroverts to toss ideas out and speak up in group situations

When communicating with Introverts
Put in writing – send an email instead of calling
Present to them individually or in small groups
Give them time to reflect on their thoughts after receiving information and before sharing their ideas with a group

When communicating with Sensing Types
Clearly present your topic in an orderly format
Give lots of details, facts and concrete examples
Use props, multimedia, or samples to help them see, hear, smell, touch, or taste your ideas
Focus on the tangible, practical results that can be achieved in the short term

When communicating with Intuitive Types (Ns)
Discuss the big picture and long-term possibilities
Emphasize ideas/concepts instead of details
If you must mention specifics, do so using patterns and emphasize their connections
Give them a problem to solve and allow them room to be innovative, novel and creative

When communicating with Thinking Types
Be brief – get to the point
Use logical (not emotional) arguments to appeal to the head, not the heart
Clearly identify any pros or cons to be weighed
Allow them time to critique
Expect them to be fair

When communicating with Feeling Types
Create a supportive, friendly environment
Begin with words of appreciation and identify areas of agreement
Use emotional arguments instead of logic and emphasize the effect on people involved
Self-disclose with personal anecdotes or examples

When communicating with Judging Types
Be prompt (or early) and stick to a schedule
Present information in an organized manner
Emphasize deadlines and timetables
Expect decisions to be made quickly
Don't include surprises

When communicating with Perceiving Types
Expect to have fun
Leave extra time to actually get work done; a deadline will not really be perceived as *the* deadline
Present information as options that are modifiable and let them draw conclusions
Capitalize on their natural last-minute energy

Celebrity MBTIs

ESTJ
(The Supervisor)
George W. Bush
Nolan Ryan
Judge Judy
Dr. Laura Schlesinger
Lucy (*Peanuts character)*

ISTJ
(The Investigator/Inspector)
Queen Elizabeth II
Harry Truman
Evander Holyfield
Jack Nicklaus
Cliff Clavin (*Cheers*)

ESTP
(The Opportunist/Promoter)
Ernest Hemingway
Lucille Ball
Pedro Martinez
Eddie Murphy
Madonna
Donald Trump

ISTP
(The Athlete/Crafter)
Ted Williams
Bruce Lee
Roger Clemens
Larry Bird
Michael Jordan
Allen Iverson

ESFJ
(The Facilitator/Provider)
George Washington
Barbara Walters
Terry Bradshaw
Mary Tyler Moore
Sally Field
Monica (*Friends*)

ISFJ
(The Assistant/Protector)
Louisa May Alcott
David Copperfield
Ophelia (*Hamlet*)
Johnny Carson
Jerry Seinfeld

ESFP
(The Entertainer/Performer)
Bob Hope
Goldie Hawn
Kyle Petty
Magic Johnson
Charles Barkley
Bill Clinton

ISFP
(The Artisan/Composer)
Mozart
Neil Simon
Paul McCartney
Paul Pierce
Brooke Shields

ENFJ
(The Educator/Teacher)
Diane Sawyer
Oprah Winfrey
Martin Luther King, Jr.
Lauren Graham (*Gilmore Girls*)
Ben Affleck

INFJ
(The Wordsmith/Counselor)
Aristophanes
Mohandas Gandhi
Eleanor Roosevelt
Michael Landon
Queen Noor

ENFP
(The Motivator/Champion)
Dave Thomas (Wendy's)
Meg Ryan
Regis Philbin
Dr. Doug Ross (*ER*)
Ariel (*The Little Mermaid*)

INFP
(The Idealist/Healer)
Helen Keller
Fred Rogers (*Mister Rogers)*
James Taylor
Amy Tan
Calvin (*Calvin and Hobbes*)

ENTJ
(The CEO/Field Marshal)
Napoleon Bonaparte
Richard M. Nixon
Sigourney Weaver
Margaret Thatcher
Alan Greenspan

INTJ
(The Inventor/Mastermind)
Ulysses S. Grant
Arnold Schwarzenegger
Rudy Giuliani
Donald Rumsfeld
General Colin Powell

ENTP
(The Strategizer/Inventor)
Benjamin Franklin
Walt Disney
Red Auerbach
Vin Baker
Bugs Bunny

INTP
(The Logician/Architect)
Socrates
Charles Darwin
Albert Einstein
Mikhail Baryshnikov
Nelson Mandela
Steven Spielberg

Personality and Values

Chapter Learning Objectives

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  - Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weaknesses.
  - Identify the key traits in the Big Five personality model.
  - Demonstrate how the Big Five traits predict behavior at work.
  - Identify other personality traits relevant to OB.
  - Define values, demonstrate their importance, and contrast terminal and instrumental values.
  - Compare generational differences in values, and identify the dominant values in today's workforce.
  - Identify Hofstede's five value dimensions of national culture.

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The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment. - Gordon Allport.

- The sum total of ways in which an individual reacts and interacts with others, the measurable traits a person exhibits

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  - Helpful in hiring decisions
  - Most common method: self-reporting surveys
  - Observer-ratings surveys provide an independent assessment of personality – often better predictors

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  - Factors determined at conception: physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and bio-rhythms
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  - Parents don’t add much to personality development
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Personality Traits

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- The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important the trait.

➢ **Two dominant frameworks used to describe personality:**

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- Big Five Model

The Myers-Briggs Type Indicator

- **Most widely used instrument in the world.**
- Participants are classified on four axes to determine one of 16 possible personality types, such as ENTJ.

The Types and Their Uses

- **Each of the sixteen possible combinations has a name, for instance:**
  - Visionaries (INTJ) – original, stubborn, and driven.
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- **Research results on validity mixed.**
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The Big Five Model of Personality Dimensions

Extroversion

- Sociable, gregarious, and assertive

Agreeableness

- Good-natured, cooperative, and trusting

Conscientiousness

- Responsible, dependable, persistent, and organized

Emotional Stability

- Calm, self-confident, secure under stress (positive), versus nervous, depressed, and insecure under stress (negative)

Openness to Experience

- Curious, imaginative, artistic, and sensitive

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- **I am the life of the party.**
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- **I worry about things.**

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- *Research has shown this to be a better framework.*
- **Certain traits have been shown to strongly relate to higher job performance:**
  - Highly conscientious people develop more job knowledge, exert greater effort, and have better performance.
  - Other Big Five Traits also have implications for work.
    - Emotional stability is related to job satisfaction.
    - Extroverts tend to be happier in their jobs and have good social skills.
    - Open people are more creative and can be good leaders.
    - Agreeable people are good in social settings.

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Other Personality Traits Relevant to OB

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  - The degree to which people like or dislike themselves
  - Positive self-evaluation leads to higher job performance
- **Machiavellianism**
  - A pragmatic, emotionally distant power-player who believes that ends justify the means.
  - High Machs are manipulative, win more often, and persuade more than they are persuaded. Flourish when:
    - Have direct interaction
    - Work with minimal rules and regulations
    - Emotions distract others
- **Narcissism**
  - An arrogant, entitled, self-important person who needs excessive admiration.
  - Less effective in their jobs.

More Relevant Personality Traits

- **Self-Monitoring**
  - The ability to adjust behavior to meet external, situational factors.
  - High monitors conform more and are more likely to become leaders.

- **Risk Taking**
  - The willingness to take chances.
  - May be best to align propensities with job requirements.
  - Risk takers make faster decisions with less information.

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Even More Relevant Personality Traits

- **Type A Personality**
  - Aggressively involved in a chronic, incessant struggle to achieve more in less time
    - Impatient: always moving, walking, and eating rapidly
    - Strive to think or do two or more things at once
    - Cannot cope with leisure time
    - Obsessed with achievement numbers
  - Prized in North America but quality of the work is low
  - Type B people are the complete opposite

- **Proactive Personality**
  - Identifies opportunities, shows initiative, takes action, and perseveres to completion
  - Creates positive change in the environment

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Values

Basic convictions on how to conduct yourself or how to live your life that is personally or socially preferable – "How To" live life properly.

- **Attributes of Values:**
  - Content Attribute – that the mode of conduct or end-state is important
  - Intensity Attribute – just how important that content is.
- **Value System**
  - A person's values rank ordered by intensity
  - Tends to be relatively constant and consistent

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Importance of Values

- **Provide understanding of the attitudes, motivation, and behaviors**
- **Influence our perception of the world around us**
- **Represent interpretations of "right" and "wrong"**
- **Imply that some behaviors or outcomes are preferred over others**

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Classifying Values – Rokeach Value Survey

- **Terminal Values**
  - Desirable end-states of existence; the goals that a person would like to achieve during his or her lifetime
- **Instrumental Values**
  - Preferable modes of behavior or means of achieving one's terminal values

- **People in same occupations or categories tend to hold similar values**
  - But values vary between groups
  - Value differences make it difficult for groups to negotiate and may create conflict

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Values in the Rokeach Survey

Terminal Values	Instrumental Values
A comfortable life (a prosperous life)	Ambitious (hardworking, aspiring)
An exciting life (a stimulating, active life)	Broad-minded (open-minded)
A sense of accomplishment (lasting contribution)	Capable (competent, effective)
A world at peace (free of war and conflict)	Cheerful (lighthearted, joyful)
A world of beauty (beauty of nature and the arts)	Clean (neat, tidy)
Equality (brotherhood, equal opportunity for all)	Courageous (standing up for your beliefs)
Family security (taking care of loved ones)	Forgiving (willing to pardon others)
Freedom (independence, free choice)	Helpful (working for the welfare of others)
Happiness (contentedness)	Honest (sincere, truthful)
Inner harmony (freedom from inner conflict)	Imaginative (daring, creative)
Mature love (sexual and spiritual intimacy)	Independent (self-reliant, self-sufficient)
National security (protection from attack)	Intellectual (intelligent, reflective)
Pleasure (an enjoyable, leisurely life)	Logical (consistent, rational)
Salvation (saved, eternal life)	Loving (affectionate, tender)
Self-respect (self-esteem)	Obedient (dutiful, respectful)
Social recognition (respect, admiration)	Polite (courteous, well-mannered)
True friendship (close companionship)	Responsible (dependable, reliable)
Wisdom (a mature understanding of life)	Self-controlled (restrained, self-disciplined)

EXHIBIT 4–3

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Value Differences Between Groups

Executives		Union Members		Activists	
Terminal	**Instrumental**	**Terminal**	**Instrumental**	**Terminal**	**Instrumental**
1. Self-respect	1. Honest	1. Family security	1. Responsible	1. Equality	1. Honest
2. Family security	2. Responsible	2. Freedom	2. Honest	2. A world of peace	2. Helpful
3. Freedom	3. Capable	3. Happiness	3. Courageous	3. Family security	3. Courageous
4. A sense of accomplishment	4. Ambitious	4. Self-respect	4. Independent	4. Self-respect	4. Responsible
5. Happiness	5. Independent	5. Mature love	5. Capable	5. Freedom	5. Capable

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EXHIBIT 4–4

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Generational Values

Cohort	Entered Workforce	Approximate Current Age	Dominant Work Values
Veterans	1950-1964	65+	Hard working, conservative, conforming; loyalty to the organization
Boomers	1965-1985	40-60s	Success, achievement, ambition, dislike of authority; loyalty to career
Xers	1985-2000	20-40s	Work/life balance, team-oriented, dislike of rules; loyalty to relationships
Nexters	2000-Present	Under 30	Confident, financial success, self-reliant but team-oriented; loyalty to both self and relationships

EXHIBIT 4–5

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Linking Personality and Values to the Workplace

Managers are less interested in someone's ability to do a specific job than in that person's flexibility.

- **Person-Job Fit:**
  - John Holland's Personality-Job Fit Theory
    - Six personality types
    - Vocational Preference Inventory (VPI)
  - Key Points of the Model:
    - There appear to be intrinsic differences in personality between people
    - There are different types of jobs
    - People in jobs congruent with their personality should be more satisfied and have lower turnover

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Holland's Personality Typology & Occupations

Type	Congruent Occupation
Realistic: Prefers physical activities that require skill, strength, and coordination	Mechanic, drill press operator, assembly-line worker, farmer
Investigative: Prefers activities that involve thinking, organizing, and understanding	Biologist, economist, mathematician, news reporter
Social: Prefers activities that involve helping and developing others	Social worker, teacher, counselor, clinical psychologist
Conventional: Prefers rule-regulated, orderly, and unambiguous activities	Accountant, corporate manager, bank teller, file clerk
Enterprising: Prefers verbal activities in which there are opportunities to influence others and attain power	Lawyer, real estate agent, public relations specialist, small business manager
Artistic: Prefers ambiguous and unsystematic activities that allow creative expression	Painter, musician, writer, interior decorator

EXHIBIT 4–7

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Relationships Among Personality Types

The closer the occupational fields, the more compatible.

The further apart the fields, the more dissimilar.

Need to match personality type with occupation.

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EXHIBIT 4–8

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Still Linking Personality to the Workplace

In addition to matching the individual's personality to the job, managers are also concerned with:

- **Person-Organization Fit:**
  - The employee's personality must fit with the organizational culture.
  - People are attracted to organizations that match their values.
  - Those who match are most likely to be selected.
  - Mismatches will result in turnover.
  - Can use the Big Five personality types to match to the organizational culture.

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Summary and Managerial Implications

- Personality
  - Screen for the Big Five trait of conscientiousness
  - Take into account the situational factors as well
  - MBTI® can help with training and development

- Values
  - Often explain attitudes, behaviors, and perceptions
  - Higher performance and satisfaction achieved when the individual's values match those of the organization.

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Personality and Values

Chapter Learning Objectives

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Value Differences Between Groups

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Veterans	1950-1964	65+	Hard working, conservative, conforming; loyalty to the organization
Boomers	1965-1985	40-60s	Success, achievement, ambition, dislike of authority; loyalty to career
Xers	1985-2000	20-40s	Work/life balance, team-oriented, dislike of rules; loyalty to relationships
Nexters	2000-Present	Under 30	Confident, financial success, self-reliant but team-oriented; loyalty to both self and relationships

EXHIBIT 4–5

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Linking Personality and Values to the Workplace

Managers are less interested in someone's ability to do a specific job than in that person's flexibility.

- **Person-Job Fit:**
  - John Holland's Personality-Job Fit Theory
    - Six personality types
    - Vocational Preference Inventory (VPI)
  - Key Points of the Model:
    - There appear to be intrinsic differences in personality between people
    - There are different types of jobs
    - People in jobs congruent with their personality should be more satisfied and have lower turnover

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Holland's Personality Typology & Occupations

Type	Congruent Occupation
Realistic: Prefers physical activities that require skill, strength, and coordination	Mechanic, drill press operator, assembly-line worker, farmer
Investigative: Prefers activities that involve thinking, organizing, and understanding	Biologist, economist, mathematician, news reporter
Social: Prefers activities that involve helping and developing others	Social worker, teacher, counselor, clinical psychologist
Conventional: Prefers rule-regulated, orderly, and unambiguous activities	Accountant, corporate manager, bank teller, file clerk
Enterprising: Prefers verbal activities in which there are opportunities to influence others and attain power	Lawyer, real estate agent, public relations specialist, small business manager
Artistic: Prefers ambiguous and unsystematic activities that allow creative expression	Painter, musician, writer, interior decorator

EXHIBIT 4–7

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Relationships Among Personality Types

The closer the occupational fields, the more compatible.

The further apart the fields, the more dissimilar.

Need to match personality type with occupation.

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Still Linking Personality to the Workplace

In addition to matching the individual's personality to the job, managers are also concerned with:

- **Person-Organization Fit:**
  - The employee's personality must fit with the organizational culture.
  - People are attracted to organizations that match their values.
  - Those who match are most likely to be selected.
  - Mismatches will result in turnover.
  - Can use the Big Five personality types to match to the organizational culture.

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Summary and Managerial Implications

- Personality
  - Screen for the Big Five trait of conscientiousness
  - Take into account the situational factors as well
  - MBTI® can help with training and development

- Values
  - Often explain attitudes, behaviors, and perceptions
  - Higher performance and satisfaction achieved when the individual's values match those of the organization.

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PLANNING

SHROMONA NEOGI

CONTENT

- Planning:
- Meaning,
- Definition,
- Features of Planning,
- Importance of Planning,
- Limitations of Planning,
- Plans: Types of Plans.

Meaning

- In simple words we can say, planning bridges the gap between where we are standing today and where we want to reach.

- Planning involves setting objectives and deciding in advance the appropriate course of action to achieve these objectives so we can also define planning as setting up of objectives and targets and formulating an action plan to achieve them.

- Another important ingredient of planning is time. Plans are always developed for a fixed time period as no business can go on planning endlessly.

Definition

Planning can be defined as “thinking in advance what is to be done, when it is to be done, how it is to be done and by whom it should be done”.

Keeping in mind the time dimension we can define planning as “Setting objectives for a given time period, formulating various courses of action to achieve them and then selecting the best possible alternative from the different courses of actions”.

Features/Nature/Characteristic of Planning

- Planning contributes to Objectives
- Planning is Primary function of management Pervasive
- Planning is futuristic/Forward looking
- Planning is continuous
- Planning involves decision making
- Planning is a mental exercise

Importance/Significance of Planning

- Planning provides Direction
- Planning Reduces the risk of uncertainties
- Planning reduces over lapping and wasteful activities
- Planning Promotes innovative ideas
- Planning Facilitates Decision Making
- Planning establishes standard for controlling
- Focuses attention on objectives of the company

Limitations of Planning

- Planning leads to rigidity
- Planning may not work in dynamic environment
- Planning involves huge Cost
- It is a time consuming process
- Planning does not guarantee success

Planning Process

1. Setting up of the objectives
2. Developing premises
3. Listing the various alternatives for achieving the objectives
4. Evaluation of different alternatives
5. Selecting an alternative
6. Implement the plan
7. Follow-up

Plan:

Plan is a document that outlines how goals are going to be met. It is a specific action proposed to help the organization achieve its objectives. There may be more than one way and means of reaching a particular goal but with the help of logical plans, objectives of an organization could be easily achieved.

Single Use Plans:

Single use plans are one time use plan. These are designed to achieve a particular goal that once achieved will not reoccur in future. These are made to meet the needs of unique situations. The duration or length of single use plan depends upon the activity or goal for which it is made. It may last one day or it may last for weeks or months if the project for which it is made is long.

Standing Plans:

Standing plans are also known as Repeat Use Plans. These plans focus on situations which occur repeatedly. Standing plans are used over and over again. They are made once but retain their value over a period of years. Although some revisions and updates are made in these plans from time to time.

Types of Plans

Planning is a pervasive function which means it is not the task of top level managers only but managers working at different levels perform planning function. The plans framed by top level manager may differ from the plans formed by middle and lower level managers.

The different types of plans or common plans formed by the managers at different levels are:

Objectives

Strategy – Programmes

Rules & Policies – Methods

Procedures – Budgets

1. Objectives

Objectives are the ends towards which the activities are directed. They are the end result of every activity.
An objective:

(a)Should be related to single activity;

(b) Should be related to result and not to activity to be performed;

(c) It should be measurable or must be measured in quantitative term;

(d) It must have a time limit for achievement of objective;

(e) It must be achievable or feasible.

2. Strategy

A strategy is a comprehensive plan to achieve the organizational objectives.

The dimensions of strategy are:

(i) Determining long term objectives.
(ii) Adopting a particular course of action.
(iii) Allocating resources for achieving the objectives.

Strategy formulation is the task of top level people and it is must to scan and understand clearly the business environment before framing the strategy. The common decisions in strategy are whether to introduce a new product or not. If to introduce then how, finding out customer for your products making changes in existing products etc. All the strategic decisions are greatly influenced by the business environment. Strategy defines the future decisions regarding the organization's direction and scope in the long run.

3.Policies:

Policy can be defined as organization's general response to a particular problem or situation. In simple words, it is the organization's own way of handling the problems. Policies are made at every level because the managers at every level need to decide or predetermine the way of handling a situation and policy acts as a guide to take decisions in unexpected situation.

Policy formation always encourages initiatives of employees because employees have to deal with situations and the way of handling the situation is decided in consultation with the employees. Then they will be able to handle the situation in a much better way.

4. Procedures:

Procedures are required steps established in advance to handle future conditions. The sequence of steps to be followed by employees in different situations must be predetermined so that everyone follows same steps.
The procedure can be defined as the exact manner in which an activity has to be accomplished.

Procedures are made common for all the departments to co-ordinate their activities. So procedures cut across all the departmental lines.

5. Rules:

Rules spell out special actions or non-actions of the employees. There is no discretion allowed in rules, i.e., they must be followed strictly and if rules are not followed then strict actions can be taken against employees who are disobeying the rules. Rules are spelt out to create the environment of discipline in the organization.

6. Programmes:

Programmes are the combination of goals, policies, procedures and rules. All these plans together form a program. The programmes are made to get a systematic working in the organisation. The programmes create relation between policies, procedures and goals. The programmes are also prepared at different levels. A primary programme is prepared by the top level and then to support the primary programme supportive programmes of different levels are prepared for smooth function of the company.

7. Methods:

Methods can be defined as formalized or systematic way of doing routine or repetitive jobs. The managers decide in advance the common way of doing a job.

So, that

(a) There is no doubt in the minds of employees;

(b) There can be uniformity in actions of the employees;

(c) These help in applying the techniques of standardization and simplification;

(d) Act as guide for employees.

If the common way of doing the job is not decided in advance then there will be confusion and comparison will not be possible. For example, for the valuation of stock, the organisation must decide in advance what method has to be adopted (lifo or fifo). So that everyone follows the same method and comparison with the past value of stock can be done, method for calculation of depreciation.

8. Budget:

Budget is the statement of expected result expressed in numerical terms. In budgets the results are always measurable and most of the time these are financial in nature but it does not mean that company prepares only financial budget. Financial budget is also known as profit plan of the company because it includes the expected income and related expenditures with that income and the profit which the company will earn in the coming year.

Along with financial budget, capital budget is prepared to find out the expected capital requirement. Operational budget is prepared where instead of finance hourly units are used stating expected hours the employees will be working. Budgets are prepared by managers at every level and lower level managers generally prepare operational budgets.

The most common budget prepared by managers at different levels is cash budget. This budget estimates the expected cash inflow and cash outflow over a period of time. Cash inflow comes from sales and cash outflow is in the form of expenses. Businessmen can find out net cash position by subtracting cash outflow from cash inflow.

Thank
You!

STAFFING

SHROMONA NEOGI

CONTENT

Staffing: Concept; Definition, Meaning, and Functions of Staffing, Importance of Staffing, Characteristics of Staffing

Overview of - Manpower Planning, Job Design, Recruitment & Selection, Training & Development, Performance Appraisal

Meaning

Staffing is the process of hiring eligible candidates in the organization or company for specific positions. In management, the meaning of staffing is an operation of recruiting the employees by evaluating their skills, knowledge and then offering them specific job roles accordingly. Let us find out more about what is Staffing and what it entails along with its functions

Definition

Staffing can be defined as one of the most important functions of management. It involves the process of filling the vacant position of the right personnel at the right job, at right time. Hence, everything will occur in the right manner.

Functions of Staffing

The first and foremost function of staffing is to obtain qualified personnel for different jobs position in the organization.

In staffing, the right person is recruited for the right jobs, therefore it leads to maximum productivity and higher performance.

It helps in promoting the optimum utilization of human resource through various aspects.

Job satisfaction and morale of the workers increases through the recruitment of the right person.

Staffing helps to ensure better utilization of human resources.

It ensures the continuity and growth of the organization, through development managers.

Importance of Staffing

Efficient Performance of Other Functions

For the efficient performance of other functions of management, staffing is its key. Since, if an organization does not have the competent personnel, then it cannot perform the functions of management like planning, organizing and control functions properly.

Effective Use of Technology and Other Resources

What is staffing and technology's connection? Well, it is the human factor that is instrumental in the effective utilization of the latest technology, capital, material, etc. the management can ensure the right kinds of personnel by performing the staffing function

Optimum Utilization of Human Resources

The wage bill of big concerns is quite high. Also, a huge amount is spent on recruitment, selection, training, and development of employees. To get the optimum output, the staffing function should be performed in an efficient manner.

Development of Human Capital

Another function of staffing is concerned with human capital requirements. Since the management is required to determine in advance the manpower requirements. Therefore, it has also to train and develop the existing personnel for career advancement. This will meet the requirements of the company in the future.

The Motivation of Human Resources

In an organization, the behaviour of individuals is influenced by various factors which are involved such as education level, needs, socio-cultural factors, etc. Therefore, the human aspects of the organization have become very important and so that the workers can also be motivated by financial and non-financial incentives in order to perform their functions properly in achieving the objectives.

Building Higher Morale

The right type of climate should be created for the workers to contribute to the achievement of the organizational objectives. Therefore, by performing the staffing function effectively and efficiently, the management is able to describe the significance and importance which it attaches to the personnel working in the enterprise.

Characteristics of Staffing

- *People-Centered*
- *Responsibility of Manager*
- *Human Skills*
- *Continuous Function*

Manpower Planning

Manpower Planning which is also called as Human Resource Planning consists of putting right number of people, right kind of people at the right place, right time, doing the right things for which they are suited for the achievement of goals of the organization. Human Resource Planning has got an important place in the arena of industrialization. Human Resource Planning has to be a systems approach and is carried out in a set procedure. The procedure is as follows:

- Analyzing the current manpower inventory
- Making future manpower forecasts
- Developing employment programs
- Design training programs

Importance of Manpower Planning

Key to managerial functions- The four managerial functions, i.e., planning, organizing, directing and controlling are based upon the manpower. Human resources help in the implementation of all these managerial activities. Therefore, staffing becomes a key to all managerial functions.

Efficient utilization- Efficient management of personnel becomes an important function in the industrialization world of today. Setting of large scale enterprises require management of large scale manpower. It can be effectively done through staffing function.

Motivation- Staffing function not only includes putting right men on right job, but it also comprises of motivational programs, i.e., incentive plans to be framed for further participation and employment of employees in a concern. Therefore, all types of incentive plans becomes an integral part of staffing function.

Better human relations- A concern can stabilize itself if human relations develop and are strong. Human relations become strong trough effective control, clear communication, effective supervision and leadership in a concern. Staffing function also looks after training and development of the work force which leads to co-operation and better human relations.

Higher productivity- Productivity level increases when resources are utilized in best possible manner. higher productivity is a result of minimum wastage of time, money, efforts and energies. This is possible through the staffing and it's related activities (Performance appraisal, training and development, remuneration)

Need of Manpower Planning

- *Manpower Planning* is a two-phased process because manpower planning not only analyses the current human resources but also makes manpower forecasts and thereby draw employment programs. Manpower Planning is advantageous to firm in following manner:
- Shortages and surpluses can be identified so that quick action can be taken wherever required.
- All the recruitment and selection programs are based on manpower planning.
- It also helps to reduce the labour cost as excess staff can be identified and thereby overstaffing can be avoided.
- It also helps to identify the available talents in a concern and accordingly training programs can be chalked out to develop those talents.
- It helps in growth and diversification of business. Through manpower planning, human resources can be readily available and they can be utilized in best manner.
- It helps the organization to realize the importance of manpower management which ultimately helps in the stability of a concern.

Job design is the process of organizing work into the tasks required to perform a specific job. It involves the conscious efforts to organize tasks, duties and responsibilities into a unit of work to achieve certain objectives. An HR manager should have a keen interest in the design and specification of individual jobs within the organization.

Recruitment & Selection

Recruitment and Selection is an important operation in HRM, designed to maximize employee strength in order to meet the employer's strategic goals and objectives. It is a process of sourcing, screening, shortlisting and selecting the right candidates for the required vacant positions.

The Scope of Recruitment and Selection

- The scope of Recruitment and Selection is very wide and it consists of a variety of operations. Resources are considered as most important asset to any organization. Hence, hiring right resources is the most important aspect of Recruitment. Every company has its own pattern of recruitment as per their recruitment policies and procedures.
- The scope of Recruitment and Selection includes the following operations –
- Dealing with the excess or shortage of resources
- Preparing the Recruitment policy for different categories of employees
- Analyzing the recruitment policies, processes, and procedures of the organization
- Identifying the areas, where there could be a scope of improvement
- Streamlining the hiring process with suitable recommendations
- Choosing the best suitable process of recruitment for effective hiring of resources
- Any organization wants it future to be in good and safe hands. Hence, hiring the right resource is a very important task for any organization.

Training and Development

Training and Development is one of the main functions of the human resource management department. Training refers to a systematic setup where employees are instructed and taught matters of technical knowledge related to their jobs. It focuses on teaching employees how to use particular machines or how to do specific tasks to increase efficiency.

Whereas, Development refers to the overall holistic and educational growth and maturity of people in managerial positions. The process of development is in relation to insights, attitudes, adaptability, leadership and human relations.

Performance Appraisal

A performance appraisal is a regular review of an employee's job performance and overall contribution to a company. Also known as an annual review, performance review or evaluation, or employee appraisal, a performance appraisal evaluates an employee's skills, achievements, and growth--or lack thereof. Companies use performance appraisals to give employees big-picture feedback on their work and to justify pay increases and bonuses, as well as termination decisions. They can be conducted at any given time but tend to be annual, semi-annual, or quarterly.

Performance Appraisal Types

Most performance appraisals are top-down, meaning supervisors evaluate their staff with no input from the subject. But there are other types:

Self assessment: Individuals rate their job performance and behavior.

Peer assessment: An individual's work group rates his performance.

360-degree feedback assessment: Includes input from an individual, her supervisor, and her peers.

Negotiated appraisal: A newer trend that utilizes a mediator and attempts to moderate the adversarial nature of performance evaluations by allowing the subject to present first. Also focuses on what the individual is doing right before any criticism is given. This structure tends to be useful during conflicts between subordinates and supervisors.

Thank
You!

Stress

Exercise

- Identify 5 sources of stress in your life currently.
- Define and give realistic examples of stressor, i.e., extra-organizational, organizational, group, or individual. Then develop coping strategies that could be used to effectively manage these stressor.
- Discuss the types of programs you would look for in your organization that would be able to help you manage those 5 sources of stress.

Stress

Learning Objectives

- Understand stress and its symptoms.
- Identify personal and organizational stress/stressors.
- Identify specific problems and find out the underlying causes.
- Do away with the cause of stress and so that one is able to manage the stress effectively. Proactive vs. Reactive ways to deal with stress.

THINK !

Are you over scheduled?
Are you unable to say no?
Are you a Perfectionist?
Do you hate to wait?
Are you a constant worrier?
Do you worry what people will think?
Do you rerun conversations in your head?
Do you find it difficult to take time for yourself?
Do you have too many roles, too many responsibilities, too many choices, not enough preparation, not enough support?

A Challenge

Please Tell a One Sentence Definition of

S T R E S S.

Stress

S = Sedentary Life Style

T = Time Mismanagement

R = Reactive Emotions

E = Errors in Self Management

S = Sleep Starvation

S = Spiritual Isolation

WHAT IS STRESS?

"Our response to any situation we find challenging, frightening, or difficult"

"Stress refers to events in which environmental or internal demands (or both) tax or exceed the adaptive resources of an individual"

Work Stress and Its Management

Stress: *A dynamic situation in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important.*

An adaptive response to a challenging, threatening situation.

Four Basic Variations of Stress in Life

Overstress

Understress

Coping Resources

Pressures

Coping Resources Exceeding Pressures

Mind
Body
Personality
Perception

Out of Control (-) Hyper Stress

Work Stress and Its Management

Demands

The loss of something desired

Resources

Things within an individual's control that can be used to cope with demands

A Model of Stress

Exhibit 19-9 A Model of Stress

Emergence of Stress

- Contemporary environment demands
  - Technostress
- Stress is, and is not
  - Hindrance stressors
  - Challenge stressors
  - Job stress
  - Stress is not:
    - Simply anxiety
    - Simply nervous tension
    - Necessarily something damaging, bad, or to be avoided.
- Burnout

Inverted-U Relationship Between Stress and Job Performance

Causes of Stress

- Categories affecting occupational stress

Causes of Stress

Continued

- Extraorganizational stressors
  - Societal/technological change
  - Globalization
  - Family, relocation, economic and financial conditions
  - Sociological-demographic
  - Residential or community conditions

Causes of Stress

Continued

Causes of Stress

Continued

- Group stressors
  - Lack of group cohesiveness
  - Lack of social support
- Individual stressors: role of dispositions
  - Type A characteristics
  - Personal control
  - Learned helplessness
  - Psychological hardiness

Causes of Stress

Continued

- Individual stressors (continued)
  - Type A characteristics

Type A Profile	Type B Profile
Is always moving	Is not concerned about time
Walks rapidly	Is patient
Eats rapidly	Doesn't brag
Talks rapidly	Plays for fun, not to win
Is impatient	Relaxes without guilt
Does two things at once	Has no pressing deadlines
Can't cope with leisure time	Is mild-mannered
Is obsessed with numbers	Is never in a hurry
Measures success by quantity	
Is aggressive	
Is competitive	
Constantly feels under time pressure	

Effect of Stress

- Physical problems
  - Immune system problems
  - Cardiovascular system problems
  - Musculoskeletal system problems
  - Gastrointestinal system problems
- Psychological problems
  - Anger, anxiety, depression, nervousness, irritability, tension, and boredom

Effect of Stress Continued

- Behavioral problems
  - Direct behaviors include under-eating or overeating, sleeplessness, increased smoking and drinking, and drug abuse.
  - Decrease in productivity
  - Absenteeism, job turnover

Coping Strategies for Stress

- Individual coping strategies
  - Exercise
  - Relaxation
  - Time Management
  - Behavioral self-control
  - Cognitive therapy
  - Networking
- Organizational coping strategies
  - Reorganization initiatives
  - Work and life benefit policies and programs

Coping Strategies for Stress

- Organizational coping strategies (continued)
  - Improved personnel selection and job placement
  - Training
  - Use of realistic goal setting
  - Redesigning of jobs
  - Increased employee involvement
  - Improved organizational communication
  - Establishment of corporate wellness programs

  - In case of downsizing:
    - Be proactive
    - Acknowledge survivors' emotions
    - Communicate after the downsizing
    - Clarify new roles