

Master of Business Administration-MBA Semester 1**MB0038 – Management Process and Organization Behavior****4 Credits****(Book ID: B1127)****Assignment Set- 1 (60 Marks)****Note: Each question carries 10 Marks. Answer all the questions.****Q.1 Write a note on the functions of management.****Answer:**

Follett (1933) defined management as "the art of getting things done through people". And he also thinks of management functionally, as the action of measuring a quantity on a regular basis and of adjusting some initial plan.

Management functions are as follows (Fayol, 1949):

1. Planning
2. Organizing
3. Commanding
4. Coordinating
5. Controlling

In recent times, management functions have been regrouped into four categories, since the managerial tasks have become highly challenging a fluid in nature making distinctions redundant to a certain extent. The four functions are as follows:

**Management Functions**

1. Planning

2. Organizing
3. Leading
4. Controlling

1. Planning

It involves the process of defining goals, establishing strategies for achieving these goals, and developing plans to integrate and coordinate activities. Every organization needs to plan for change in order to reach its set goal. Effective planning enables an organization adapt to change by identifying opportunities and avoiding problems. It provides the direction for the other functions of management and for effective teamwork. Planning also enhances the decision-making process. All levels of management engage in planning in their own way for achieving their preset goals. Planning in order to be useful must be linked to the strategic intent of an organization. Therefore, planning is often referred to as strategic in nature and also termed as strategic planning.

Strategic Planning: Top level managers engage chiefly in strategic planning or long range planning Strategic planning is the process of developing and analyzing the organization's mission, overall goals, general strategies, and allocating resources.

The tasks of the strategic planning process include the following steps:

1. Define the mission:

A mission is the purpose of the organization. Thus, planning begins with clearly defining the mission of the organization. The mission statement is broad, deconcise, summarizing what the organization does. A mission statement should be short – and should be easily understood and every employee should ideally be able to narrate it from memory.

2. Conduct a situational or SWOT analysis

The SWOT Analysis is one of several strategic planning tools that are utilized by businesses and other organizations to ensure that there is a clear objective defined for the project or venture, and that all factors related to the effort, both positive and negative, are identified and addressed. In order to accomplish this task, the process of SWOT involves four areas of consideration: strengths, weaknesses, opportunities, and threats

3. Set goals and objectives

Strategic goals and objectives are developed to fill the gap between current capability and the mission. They are aligned with the mission and form the

basis for the action plans of an organization. Objectives are also called performance goals.

Develop related strategies (tactical and operational)

Tactical plans are based on the organization's strategic plan. In turn, operational plans are based on the organization's tactical plans. These are specific plans that are needed for each task or supportive activity comprising the whole. Strategic, tactical, and operational planning must be accompanied by controls to ensure proper implantation of the plans, necessary to maintain competitive advantage in the said market.

Monitor the plan

A systematic method of monitoring the environment must be adopted to continuously improve the strategic planning process. To develop an environmental monitoring procedure, short-term standards for key variables that will tend to validate and support the long-range estimates must be established. Feedback is encouraged and incorporated to determine if goals and objectives are feasible. This review is used for the next planning cycle and review.

2. Organizing

It involves designing, structuring, and coordinating the work components to achieve organizational goal. It is the process of determining what tasks are to be done, who is to do, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. A key issue in accomplishing the goals identified in the planning process is structuring the work of the organization. Organizations are groups of people, with ideas and resources, working toward common goals. The purpose of the organizing function is to make the best use of the organization's resources to achieve organizational goals. Organizational structure is the formal decision-making framework by which job tasks are divided, grouped, and coordinated. Formalization is an important aspect of structure. It is the extent to which the units of the organization are explicitly defined and its policies, procedures, and goals are clearly stated. It is the official organizational structure conceived and built by top management. The formal organization can be seen and represented in chart form. An organization chart displays the organizational structure and shows job titles, lines of authority, and relationships between departments.

3. Leading

An organization has the greatest chance of being successful when all of the employees work toward achieving its goals. Since leadership involves the

exercise of influence by one person over others, the quality of leadership exhibited by supervisors is a critical determinant of organizational success.

Supervisors can learn about leadership through research. Leadership studies can be classified as trait, behavioral, contingency, and transformational. Earliest theories assumed that the primary source of leadership effectiveness lay in the personal traits of the leaders themselves. Yet, traits alone cannot explain leadership effectiveness. Thus, later research focused on what the leader actually did when dealing with employees. These behavioral theories of leadership sought to explain the relationship between what the leader did and how the employees reacted, both emotionally and behaviorally. Yet, behavior can't always account for leadership in different situations.

Leading involves the following functions:

- Teambuilding
- Consensus Building
- Selecting
- Training

4. Controlling

It involves monitoring the employees' behavior and organizational processes and take necessary actions to improve them, if needed. Control is the process through which standards for performance of people and processes are set, communicated, and applied. Effective control systems use mechanisms to monitor activities and take corrective action, if necessary.

There are four steps in the control process.

Step 1. Establish Performance Standards. Standards are created when objectives are set during the planning process. A standard is any guideline established as the basis for measurement. It is a precise, explicit statement of expected results from a product, service, machine, individual, or organizational unit. It is usually expressed numerically and is set for quality, quantity, and time. Tolerance is permissible deviation from the standard.

Step 2. Measure Actual Performance. Supervisors collect data to measure actual performance to determine variation from standard. Written data might include time cards, production tallies, inspection reports, and sales tickets. Personal observation, statistical reports, oral reports and written reports can be used to measure performance. Management by walking around, or observation of employees working, provides unfiltered information, extensive coverage, and the ability to read between the lines.

Step 3. Compare Measured Performance Against Established Standards. Comparing results with standards determines variation. Some variation can be expected in all activities and the range of variation - the acceptable variance - has to be established. Management by exception lets operations continue as long as they fall within the prescribed control limits. Deviations or differences that exceed this range would alert the supervisor to a problem.

Step 4. Take Corrective Action. The supervisor must find the cause of deviation from standard. Then, he or she takes action to remove or minimize the cause. If the source of variation in work performance is from a deficit in activity, then a supervisor can take immediate corrective action and get performance back on track.

Q.2 Discuss any two learning theories in detail.

Answer:

Social Learning :

The social learning theory was proposed by Bandura. It recognizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. According to Bandura (1977), most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

Social learning has four processes:

1. Attention Processes – People learn from a model only when they recognize and pay attention to its critical features. In order to learn, it is required to pay attention. Anything that detracts the attention is going to have a negative effect on observational learning. If the model is interesting or there is a novel aspect to the situation, it is more likely to dedicate the full attention to learning.

2. Retention Processes – A model's influence will depend on how well the individual remembers the model's action after the it is no longer readily available. The ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

3. Motor reproduction Processes – After a person has seen a new behavior by observing the model, the watching must be converted to doing. The ability

to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

4. Reinforcement Processes – Individuals will be motivated to exhibit the modeled behavior if positive incentives or rewards are provided. Finally, in order for observational learning to be successful, you have to be motivated to imitate the behavior that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing other experience some type of reinforcement or punishment. For example, if you see another student rewarded with extra credit for being to class on time, you might start to show up a few minutes early each day.

Principles of Social Learning are as follows:

1. The highest level of observational learning is achieved by first organizing and rehearsing the modeled behavior symbolically and then enacting it overtly. Coding modeled behavior into words, labels or images results in better retention than simply observing.
2. Individuals are more likely to adopt a modeled behavior, if it results in outcomes they value.
3. Individuals are more likely to adopt a modeled behavior, if the model is similar to the observer and has admired status and the behavior has functional value.

Classical Conditioning

Classical Conditioning is a form of associative learning process proposed by Pavlov in 1927. The typical procedure for inducing classical conditioning involves presentations of a neutral stimulus along with a stimulus of some significance, the "unconditional stimulus." The neutral stimulus does not lead to an overt behavioral response from the organism. This is called as *Conditioned Stimulus (CS)*. Significant stimulus evokes an innate, often reflexive, response. This is called *Unconditioned Stimulus (US)* and *unconditioned Response (UR)*, respectively. If the CS and the US are repeatedly paired, eventually the two stimuli become associated and the organism begins to produce a behavioral response to it. It is the *Conditioned Response (CR)*.

Classical conditioning was first experimented by Russian physiologist, Ivan Pavlov, to teach dogs to salivate in response to the ringing of a bell. During his research on the physiology of digestion in dogs, Pavlov used a bell before giving food to his dog. Rather than simply salivating in the presence of meat (a response to food – unconditioned response), after a few repetitions, the

dog started to salivate in response to the bell. Thus, a neutral stimulus (bell) became a conditioned stimulus (CS) as a result of consistent pairing with the unconditioned stimulus (US – meat). Pavlov referred to this learned relationship as a Conditioned Response.

Types of Classical Conditioning:

Forward conditioning: Learning is fastest in forward conditioning. During forward conditioning the onset of the CS precedes the onset of the US. Two common forms of forward conditioning are delay and trace conditioning.

Delay conditioning: In delay conditioning the CS is presented and is overlapped by the presentation of the US.

Trace conditioning: During trace conditioning the CS and US do not overlap. Instead, the CS is presented, a period of time is allowed to elapse during which no stimuli are presented, and then the US is presented. The stimulus-free period is called the *trace interval*. It may also be called the *conditioning interval*.

Simultaneous conditioning: During simultaneous conditioning, the CS and US are presented and terminated at the same time.

Backward conditioning: Backward conditioning occurs when a conditional stimulus immediately follows an unconditional stimulus. Unlike traditional conditioning models, in which the conditional stimulus precedes the unconditional stimulus, the conditional response tends to be inhibitory. This is because the conditional stimulus serves as a signal that the unconditional stimulus has ended, rather than a reliable method of predicting the future occurrence of the unconditional stimulus.

Temporal conditioning: The US is presented at regularly timed intervals, and CR acquisition is dependent upon correct timing of the interval between US presentations. The background, or context, can serve as the CS in this example.

Unpaired conditioning: The CS and US are not presented together. Usually they are presented as independent trials that are separated by a variable, or pseudo-random, interval. This procedure is used to study non-associative behavioral responses, such as sensitization.

CS-alone extinction: The CS is presented in the absence of the US. This procedure is usually done after the CR has been acquired through "forward conditioning" training. Eventually, the CR frequency is reduced to pre-training levels. Essentially, the stimulus is presented until habituation occurs.

Q.3 Explain the classification of personality types given by Sheldon.**Answer:**

William Sheldon classified personality according to body type. He called this a person's somatotype.

Sheldon identified three main somatotypes:

Sheldon's Classification of Personality Types

Sheldon's Somatotype	Character	Shape
Endomorph [viscerotonic]	Relaxed, sociable, tolerant, comfort-loving, peaceful	Plump, buxom, developed visceral structure
Mesomorph [somatotonic]	Active, assertive, vigorous, combative	Muscular
Ectomorph [cerebrotonic]	Quiet, fragile, restrained, non-assertive, sensitive	Lean, delicate, poor muscles

Somatotypes

In the 1940s, Sheldon proposed a theory about how there are certain body types ("somatotypes") that are associated with certain personality characteristics. William Sheldon (1898-1977) was an American psychologist who devoted his life to observing the variety of human bodies and temperaments. He taught and did research at a number of U.S. universities and is best known for his series of books on the human constitution. He was a keen observer of animals and birds as a child, and he turned this talent to good effect by becoming an avid people-watcher, and out of his observations he gradually elaborated his typology. He claimed that there are three such somatotypes: endomorphy, mesomorphy, and ectomorphy.

Endomorphy – focused on the digestive system, particularly the stomach (**endoderm**); has the tendency toward plumpness, corresponds to **Viscerotonia** temperament tolerant, love of comfort and luxury, extravert.

Mesomorphy– focused on musculature and the circulatory system (**mesoderm**), has the tendency towards muscularity, corresponds to the **Somatotonia** temperament courageous, energetic, active, dynamic, assertive, aggressive, risk taker.

Complete Answer after payment, visit www.studenthelp.tk