

# [Content a single person cannot form a](https://assignbuster.com/content-a-single-person-cannot-form-a/)

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ContentSection A A1—————————————————————————2-5       A2 —————————————————————————5-7  A3————————————————————————–8-12      A4————————————————————————12-13              A1.(i)                            Acollection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together toachieve a common set of goals For example, you could be a member of a sports team, club, church group, college class or workplace. If you are with people doing same thing or aiming for thesame thing, it would be known as a group of people. (ii)                          Group dynamics and organizational behaviour refer tothe various roles played by members of an organization, the ways in which theyinteract, share common goals and work together.

Discipline There was discipline between everyone in the committee. Common goal and interestEveryone’s goal in the committee is same. They all wanted to design anew product.

ConsiderationsJose’ considered everyone’s opinion in the meeting he held. And also, inthe end he decided to do what the committee has decided. Collection of two or more peopleGroups are thecollection of two or more people. Groups are composed two or more persons     in asocial interaction.

One plus makes a group and groups form an organization. Asingle person cannot form a group as it at least requires two or more peoplefor group formation. In the scenario, Jose’ have formed a group with lots ofpeople from each company.(iii)                          Set specific Goals for the organization: A formalorganization has to set specific goals for the personnel working in it. Byachieving the goals individually achieved the organization as a whole will bebenefited in achieving the eventual goals. Establishingworking relationship: In the formal organization, theprimary goal is to establish an effective working relationship and to establisha clear chain of command. Creategroup cohesiveness: Creating a sense of cohesivenessand belongings among the groups of the personnel working in a formal in aformal organization.

The employee interpersonal interaction is important forthe functioning of an organization. OrganizationalDevelopment: A formal organization works on the organizationaldevelopment by testing all the rules and regulations and the chain ofactivities as a present. Organization detects any problem and work to changethem if necessary for better serviceDiscipline: Discipline within an organization is important to get the best result of it.

The organization management has to find a proper way to achieve properdiscipline. Human Resource Development: It helps in other human resources development activates such as recruitment, promotions, career planning an envelopment and manpower planning. Establishing organizationalcredentials: Formal organizationestablishes organizational credentials also among the different parties withinor outside the organization.  (iv)                        The best-known scheme for a group development wasadvanced by Bruce Tuckman in1965. Initially, Tuckman identified four stages of group development, whichincluded the stages of forming, storming, norming and performing. Forming stageThefirst stage of group development is known as the forming stage.

Theforming stage represents a time where the group is just starting to cometogether and is characterized with anxiety and uncertainty. Members arecautious with their behaviour, which is driven by the desire to be accepted byall members of the group. StormingNext, the team moves into the storming phase, wherepeople start to push against the boundaries established in the forming stage. This is the stage where many teams fail.

Storming often starts where there is a conflictbetween team members’ natural working styles. People may work in different waysfor all sorts of reasons but, if differing working styles cause unforeseenproblems, they may become frustrated. NormingGradually, the team moves into thenorming stage. This is when people start to resolve their differences, appreciatecolleagues’ strengths, and respect your authority as a leader. Now that your team members knowone another better, they may socialize together, and they are able to ask oneanother for help and provide constructive feedback.

PerformingThe team reaches the performingstage, when hard work leads, without friction, to the achievement of the team’sgoal. The structures and processes that you have set up support this well. AdjourningMany teams will reach this stageeventually. For example, project teams exist for only a fixed period, and evenpermanent teams may be disbanded through organizational restructuring. A2(i)                            Learning is a common term which we use in our everydaylife. But within the field of educational psychology, the term learning is actually aspecific term.

Different people use different words to define learning withineducational psychology, but in general, learning is a step-by-step process inwhich an individual experiences permanent, lasting changes in knowledge, behaviours, or ways of processing the world.(ii)                          Everyone was having their own opinion in the group. Most wanted to use the existing designs. Because of this the others who wantedto talk even did not talk.(iii)                        Learning takes time and patience. It is a process — ajourney. A self – directed learning process is arguably the most powerful modelfor facilitating and inspiring individual, group and organizational learningand development.

Learning ProcessFeedbackInformationabout reactions to a product, a person’s performance of a task, etc. which isused as a basis for improvementPerceivingLearner perceives or develops an idea of what has tobe done. DecidingIt’s processing in the brain and thinking of how theinformation can be put in to a process. ActingIt’s a movement we bring . Often we act on things wedecide and plan(iv)                        The theories of learning are : Classical conditioning Classicalconditioning is a learning process that occurs through associations between anenvironmental stimulus and a naturally occurring stimulus. The first part of the classicalconditioning process requires a naturally occurring stimulus that willautomatically elicit a response.

Salivating in response to the smell of food isa good example of a naturally occurring stimulus. During this phase of theprocesses, the unconditioned stimulus (UCS) results in an unconditionedresponse (UCR). Referringto another example which is also one of the most famous examples of classicalconditioning was John B. Watson’s experiment in which a fear response was conditionedin a boy known as Little Albert. The child initially showed no fear of a whiterat, but after the rat was paired repeatedly with loud, scary sounds, the childwould cry when the rat was present. The child’s fear also generalized to otherfuzzy white objects. Operant conditioningThe type ofconditioning learning process in which behaviour is affected or controlled byits consequences is called operant conditioning.

Operant conditioning, alongwith classical conditioning was the major analysis point in the 20th century, and these two sorts of learning have still dominated the core of behaviouranalysis at present. Consider a scenario where astudent is neglecting his studies and has started failing, and still doesn’tcare enough to change his ways. If a student is scolded by the teacher and theparents take certain action like reducing his allowance, the student, eventhough reluctantly, will be forced to study to avoid the same consequencesagain. This is a perfect example ofpunishment induced conditioning learning or commonly, positive punishment. The punishment received by the student encourages him to study harder andhopefully not-fail again. SocialLearning theorySocialLearning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge betweenbehaviourist and cognitive learning theories because it encompasses attention, memory, and motivation.

For example astudent might get inspired and try to write nicely by seeing the other studentsneat work. Shaping behaviourThe practice of shaping is not, in and of itself, amethod for managing inappropriate behaviour.  Instead, it is a method thatassists you in setting goals for the behaviour of a certain student. Shaping will provide guidance and direction for your behaviour change program, and will help you assess its effectiveness.  It can assist you in changingan aberrant behaviour or creating an appropriate behaviour that is not yet inthe student’s repertoire.

For example, astudent never does his math homework. You would like to have him complete hishomework on a daily basis.  You realize that if you wait for him tocomplete his homework before you reinforce him in some way, you may never (orinfrequently) have the opportunity toadminister a positive consequence. Therefore, you decide to break down thedesired behaviour into sub steps that are progressively more demanding.  A3(i)                Apredisposition or a tendency to respond positively or negatively towards acertain idea, object, person, or situation..

Attitude influences anindividual’s choice of action, and responses to challenges, incentives, andrewards Three components of an attitude: The opinion or belief segment of an attitudeThe emotional or feeling segment of an attitudeAn intention to behave in a certain way toward someoneor something(ii)              If I wereat Jose’ position, I would conduct a meeting with all the members as soon as Iget the names. And also tell them that we need to design a new product becausethe presidents want it and also the purpose of this group is also to make a newproduct. Now, Iwould write a letter to the presidents and if they approve will carry on withthe work. And if they did not approve, will conduct a meeting and tell themembers that the presidents did not approve it and we need to make a newdesign. And, will tell them to start the work as soon as possible with the newdesign.  (iii)            Some ofthe characteristics of good leadership are:  honesty ability to delegate communication sense of humour confidence commitment positive attitude creativity ability to inspire intuition Leaders should always have to be honest to theiremployees.

If the connection between the leaders and the employees are based onlies, the employees would lose the trust and will not respect the leader. We must keep in mind that there are many powerfuland successful leaders that have not exhibited all of these character traitsand that the definition of a good leader is quite ambiguous.   It canbe determined, however, that most good leaders do leverage most of thesecharacteristics. Jose’ should have a good communication skill. It’sone of the most important Jose’ should correct to become a good leader.   (iv)            Thenature vs. nurture debate within psychology is concerned with the extent towhich particular aspects of behaviour are a product of either inherited oracquired characteristics.

Nature iswhat we think of as pre-wiring and is influenced by genetic inheritance andother biological factors. Nurture is generally taken as the influence ofexternal factors after conception, e. g., the product of exposure, experienceand learning on an individual. Thenature-nurture debate is concerned with the relative contribution that bothinfluences make to human behaviour.

(v)                Maslow’s hierarchy of need categories is the mostfamous example: PhysiologicalIt’s the basic needs of a person. Eg: Food, shelter, clothes etc. Before anything these needs should be fulfilled.

SafetyIt’s the need of the security and the stability inday to day life. Love/BelongingIt’s the need of love and belongingness in onesrelationships with other person. EsteemNeed for the respect, recognition, self-esteempersonal sense of competence.

Self-actualizationThis is the highest need level. In this stage youuse the abilities to the fullest. Cognitive Evaluation TheoryThis theory suggests that thereare actually two motivation systems: intrinsic and extrinsic that correspondsto two kinds of motivators: Intrinsic motivators:  Achievement, responsibility and competence. motivators that come from the actual performance of the task or job — the intrinsic interest of the work. Extrinsic:  pay, promotion, feedback, working conditions — things that come from a person’s environment, controlled by others.

One or the other of these may be amore powerful motivator for a given individual. Intrinsically motivatedindividuals perform for their own achievement and satisfaction. If they come tobelieve that they are doing some job because of the pay or the workingconditions or some other extrinsic reason, they begin to lose motivation. The belief is that the presence ofpowerful extrinsic motivators can actually reduce a person’s intrinsicmotivation, particularly if the extrinsic motivators are perceived by theperson to be controlled by people. In other words, a boss who is alwaysdangling this reward or that stick will turn off the intrinsically motivatedpeople.

TwoFactor theory (Herzberg)According to Herzberg, two kindsof factors affect motivation, and they do it in different ways: Hygiene factors. These are factors whose absence motivates, but whose presence has no perceived effect. They are things that when you take them away, people become dissatisfied and act to get them back. A very good example is heroin to a heroin addict. Long term addicts do not shoot up to get high; they shoot up to stop being sick  to get normal.  Other examples include decent working conditions, security, pay, benefits (like health insurance), company policies, interpersonal relationships. In general, these are extrinsic items low in the Maslow/Alderfer hierarchy.

Motivators. These are factors whose presence motivates. Their absence does not cause any particular dissatisfaction, it just fails to motivate. Examples are all the things at the top of the Maslow hierarchy, and the intrinsic motivators.

So hygiene factors determinedissatisfaction, and motivators determine satisfaction. The two scales areindependent, and you can be high on both.  A4.

Rolihlahla Mandelawas born into the Madiba clan in the village of Mvezo, Transkei, on 18 July1918. His mother was Nonqaphi Nosekeni and his father was Nkosi MphakanyiswaGadla Mandela, principal counsellor to the Acting King of the Thembu people, Jongintaba Dalindyebo. In 1930, when he was 12 years old, his father died andthe young Rolihlahla became a ward of Jongintaba at the Great Place inMqhekezweni 1 . Hearing the elders’stories of his ancestors’ valour during the wars of resistance, he dreamed alsoof making his own contribution to the freedom struggle of his people. The narrated life and times ofNelson Mandela He attendedprimary school in Qunu where his teacher, gave him the name Nelson, inaccordance with the custom of giving all schoolchildren “ Christian” names.

He completed hisJunior Certificate at Clarke bury Boarding Institute and went on to Healdtown, a Wesleyan secondary school of some repute, where he matriculated. Mandela began hisstudies for a Bachelor of Arts degree at the University College of Fort Harebut did not complete the degree there as he was expelled for joining in astudent protest. EnteringpoliticsMandela, whileincreasingly politically involved from 1942, only joined the African NationalCongress in 1944 when he helped to form the ANC Youth League (ANCYL). In 1944 he marriedWalter Sisulu’s cousin, Evelyn Mase, a nurse. They had two sons, MadibaThembekile “ Thembi” and Makgatho, and two daughters both calledMakaziwe, the first of whom died in infancy. He and his wife divorced in 1958.

Mandela rosethrough the ranks of the ANCYL and through its efforts; the ANC adopted a moreradical mass-based policy, the Programme of Action, in 1949. PresidentOn 10 May 1994 he was inaugurated as South Africa’s first democraticallyelected President. On his 80th birthday in 1998 he married GraçaMachel, his third wife. True to his promise, Mandela stepped down in 1999 after one term asPresident. He continued to work with the Nelson Mandela Children’s Fund he setup in 1995 and established the Nelson Mandela Foundation and The Mandela RhodesFoundation. Although he presented himself in an autocratic manner inseveral speeches, Mandela was a devout believer in democracy and abided bymajority decisions even when deeply disagreeing with them.

He had exhibited acommitment to the values of democracy and human rights since at least the1960s.  He held a conviction that” inclusivity, accountability and freedom of speech” were thefundamentals of democracy, and was driven by a belief in natural andhuman rights. Over the course of his life, Mandela was given over 250awards, accolades, prizes, honorary degrees and citizenships in recognition ofhis political achievementsMandela was the highest example of democratic leadershipin social movements in this country. His values were solidarity, equality, respect, tolerance, peace and friendship, and he stood up for these in order toget reconciliation, democracy, equal citizenry, good quality of life andimprovement of South Africa in terms of public policies, social welfare andcivil rights for all people, without taking into account race, origin orgender. He provided to world’s inhabitants a way of thinking, away of acting, a way of embracing and defending what we wouldn’t want in ourrelatives, friends or partners, but around the world. He taught us the idea ofpowerful feeling of a country, a nation where the freedoms and duties ascitizens of a state governed by the rule of law were the same for all.