

# Content a single person cannot form a

[Business](#), [Management](#)



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A collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve 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 the same thing, it would be known as a group of people. (ii)

Group dynamics and organizational behaviour refer to the various roles played by members of an organization, the ways in which they interact, share common goals and work together.

Discipline There was discipline between everyone in the committee.

Common goal and interest Everyone's goal in the committee is same. They all wanted to design a new product.

Considerations Jose' considered everyone's opinion in the meeting he held.

And also, in the end he decided to do what the committee has decided.

Collection of two or more people Groups are the collection of two or more people. Groups are composed two or more persons in a social interaction.

One plus makes a group and groups form an organization. A single person cannot form a group as it at least requires two or more people for group formation. In the scenario, Jose' have formed a group with lots of people from each company. (iii)

Set specific Goals for the organization: A

formal organization has to set specific goals for the personnel working in it. By achieving the goals individually achieved the organization as a whole will be benefited in achieving the eventual goals. Establishing working relationship: In the formal organization, the primary goal is to establish an effective working relationship and to establish a clear chain of command. Create group cohesiveness: Creating a sense of cohesiveness and belonging among the groups of the personnel working in a formal organization.

The employee interpersonal interaction is important for the functioning of an organization. Organizational Development: A formal organization works on the organizational development by testing all the rules and regulations and the chain of activities as a present. Organization detects any problem and work to change them if necessary for better service. Discipline: Discipline within an organization is important to get the best result of it.

The organization management has to find a proper way to achieve proper discipline. Human Resource Development: It helps in other human resources development activities such as recruitment, promotions, career planning and manpower planning. Establishing organizational credentials: Formal organization establishes organizational credentials also among the different parties within or outside the organization. (iv) The best-known scheme for a group development was advanced by Bruce Tuckman in 1965. Initially, Tuckman identified four stages of group development, which included the stages of

forming, storming, norming and performing. Forming stage The first stage of group development is known as the forming stage.

The forming stage represents a time where the group is just starting to come together and is characterized with anxiety and uncertainty. Members are cautious with their behaviour, which is driven by the desire to be accepted by all members of the group. Storming Next, the team moves into the storming phase, where people 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 conflict between team members' natural working styles. People may work in different ways for all sorts of reasons but, if differing working styles cause unforeseen problems, they may become frustrated. Norming Gradually, the team moves into the norming stage. This is when people start to resolve their differences, appreciate colleagues' strengths, and respect your authority as a leader. Now that your team members know one another better, they may socialize together, and they are able to ask one another for help and provide constructive feedback.

Performing The team reaches the performing stage, when hard work leads, without friction, to the achievement of the team's goal. The structures and processes that you have set up support this well. Adjourning Many teams will reach this stage eventually. For example, project teams exist for only a fixed period, and even permanent 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 — a journey. 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 is a good example of a naturally occurring stimulus. During this phase of the processes, the unconditioned stimulus (UCS) results in an unconditioned response (UCR). Referring to another example which is also one of the most famous examples of classical conditioning was John B. Watson's experiment in which a fear response was conditioned in a boy known as Little Albert. The child initially showed no fear of a white rat, but after the rat was paired repeatedly with loud, scary sounds, the child would cry when the rat was present. The child's fear also generalized to other fuzzy white objects. Operant conditioning The type of conditioning learning process in which behaviour is affected or controlled by its consequences is called operant conditioning.

Operant conditioning, along with classical conditioning was the major analysis point in the 20th century, and these two sorts of learning have still dominated the core of behaviour analysis at present. Consider a scenario where a student is neglecting his studies and has started failing, and still doesn't care enough to change his ways. If a student is scolded by the teacher and the parents take certain action like reducing his allowance, the student, even though reluctantly, will be forced to study to avoid the same consequences again. This is a perfect example of punishment induced conditioning learning or commonly, positive punishment. The punishment received by the student encourages him to study harder and hopefully not fail again. Social Learning theory Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation.

For example a student might get inspired and try to write nicely by seeing the other student's neat work. Shaping behaviour The practice of shaping is not, in and of itself, a method for managing inappropriate behaviour. Instead, it is a method that assists 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 changing an aberrant behaviour or creating an appropriate behaviour that is not yet in the student's repertoire.

For example, a student never does his math homework. You would like to have him complete his homework on a daily basis. You realize that if you wait for him to complete his homework before you reinforce him in some way, you may never (or infrequently) have the opportunity to administer a positive consequence. Therefore, you decide to break down the desired behaviour into sub steps that are progressively more demanding.

A3(i) A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation..

Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards Three components of an attitude: The opinion or belief segment of an attitude The emotional or feeling segment of an attitude An intention to behave in a certain way toward someone or something

(ii) If I were at Jose's position, I would conduct a meeting with all the members as soon as I get the names. And also tell them that we need to design a new product because the presidents want it and also the purpose of this group is also to make a new product. Now, I would write a

letter to the presidents and if they approve will carry on with the work. And if they did not approve, will conduct a meeting and tell the members that the presidents did not approve it and we need to make a new design. And, will tell them to start the work as soon as possible with the new design.

(iii) Some of the 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 their employees.

If the connection between the leaders and the employees are based only on lies, the employees would lose the trust and will not respect the leader. We must keep in mind that there are many powerful and successful leaders that have not exhibited all of these character traits and that the definition of a good leader is quite ambiguous. It can be determined, however, that most good leaders do leverage most of these characteristics. Jose' should have a good communication skill. It's one of the most important Jose' should correct to become a good leader. (iv) The nature vs. nurture debate within

psychology is concerned with the extent to which particular aspects of behaviour are a product of either inherited or acquired characteristics.

Nature is what we think of as pre-wiring and is influenced by genetic inheritance and other biological factors. Nurture is generally taken as the influence of external factors after conception, e. g., the product of exposure, experience and learning on an individual. The nature-nurture debate is concerned with the relative contribution that both influences make to human behaviour.



(v) Maslow's hierarchy of need categories is the most famous example: Physiological It's the basic needs of a person. Eg: Food, shelter, clothes etc. Before anything these needs should be fulfilled.

Safety It's the need of the security and the stability in day to day life.

Love/Belonging It's the need of love and belongingness in one's relationships with other person. Esteem Need for the respect, recognition, self-esteem personal sense of competence.

Self-actualization This is the highest need level. In this stage you use the abilities to the fullest. Cognitive Evaluation Theory This theory suggests that there are actually two motivation systems: intrinsic and extrinsic that correspond to 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 a more powerful motivator for a given individual. Intrinsically motivated individuals perform for their own achievement and satisfaction. If they come to believe that they are doing some job because of the pay or the working conditions or some other extrinsic reason, they begin to lose motivation. The belief is that the presence of powerful extrinsic motivators can actually reduce a person's intrinsic motivation, particularly if the extrinsic motivators are perceived by the person to be controlled by people. In other words, a boss who is

always dangling this reward or that stick will turn off the intrinsically motivated people.

Two Factor theory (Herzberg) According to Herzberg, two kinds of 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 determine dissatisfaction, and motivators determine satisfaction. The two scales are independent, and you can be high on both.  
A4.

Rolihlahla Mandela was born into the Madiba clan in the village of Mvezo, Transkei, on 18 July 1918. His mother was Nonqaphi Nosekeni and his father was Nkosi Mphakanyiswa Gadla Mandela, principal counsellor to the Acting King of the Thembu people, Jongintaba Dalindyebo. In 1930, when he was 12

years old, his father died and the young Rolihlahla became a ward of Jongintaba at the Great Place in Mqhekezweni 1. Hearing the elders' stories of his ancestors' valour during the wars of resistance, he dreamed also of making his own contribution to the freedom struggle of his people. The narrated life and times of Nelson Mandela He attended primary school in Qunu where his teacher, gave him the name Nelson, in accordance with the custom of giving all schoolchildren "Christian" names.

He completed his Junior Certificate at Clarkebury Boarding Institute and went on to Healdtown, a Wesleyan secondary school of some repute, where he matriculated. Mandela began his studies for a Bachelor of Arts degree at the University College of Fort Hare but did not complete the degree there as he was expelled for joining in a student protest. Entering politics Mandela, while increasingly politically involved from 1942, only joined the African National Congress in 1944 when he helped to form the ANC Youth League (ANCYL). In 1944 he married Walter Sisulu's cousin, Evelyn Mase, a nurse. They had two sons, Madiba Thembekile "Themi" and Makgatho, and two daughters both called Makaziwe, the first of whom died in infancy. He and his wife divorced in 1958.

Mandela rose through the ranks of the ANCYL and through its efforts; the ANC adopted a more radical mass-based policy, the Programme of Action, in 1949. President On 10 May 1994 he was inaugurated as South Africa's first democratically elected President. On his 80th birthday in 1998 he married Graça Machel, his third wife. True to his promise, Mandela stepped down in 1999 after one term as President. He continued to work with the Nelson

Mandela Children's Fund he setup in 1995 and established the Nelson Mandela Foundation and The Mandela Rhodes Foundation. Although he presented himself in an autocratic manner in several speeches, Mandela was a devout believer in democracy and abided by majority decisions even when deeply disagreeing with them.

He had exhibited a commitment to the values of democracy and human rights since at least the 1960s. He held a conviction that "inclusivity, accountability and freedom of speech" were the fundamentals of democracy, and was driven by a belief in natural and human rights. Over the course of his life, Mandela was given over 250 awards, accolades, prizes, honorary degrees and citizenships in recognition of his political achievements. Mandela was the highest example of democratic leadership in social movements in this country. His values were solidarity, equality, respect, tolerance, peace and friendship, and he stood up for these in order to get reconciliation, democracy, equal citizenry, good quality of life and improvement of South Africa in terms of public policies, social welfare and civil rights for all people, without taking into account race, origin or gender. He provided to world's inhabitants a way of thinking, a way of acting, a way of embracing and defending what we wouldn't want in our relatives, friends or partners, but around the world. He taught us the idea of a powerful feeling of a country, a nation where the freedoms and duties of citizens of a state governed by the rule of law were the same for all.