

CONTROLLING

Controlling is an important function of management. It is the process that measures current performance and guides it towards some predetermined objectives.

TYPES OF CONTROL

Feedback Control: This process involves collecting information about a finished task, assessing that information and improvising the same type of tasks in the future.

Concurrent control: It is also called real-time control. It checks any problem and examines it to take action before any loss is incurred. Example: control chart.

Predictive/ feedforward control: This type of control helps to foresee problem ahead of occurrence. Therefore, action can be taken before such a circumstance arises.

Behavioral control: Behavioral control involves direct evaluation of managerial and employee decision making, not the results of managerial decisions. Behavioral control identified rewards for a wide range of criteria, such as in a balanced scorecard. When there are many external and internal factors, behavioral control and appreciative rewards are more appropriate that may affect the relationship between manager's decisions and organizational performance. They are also suitable when managers must coordinate resources and capabilities across different business units.

Financial and non-financial controls: Financial controls involve the management of a firm's costs and expenses so that they can be controlled in relation to budgetary amounts. Thus, in this way management determines which aspects of its financial position, such as

profitability, sales or assets, are most important for the organization, tries to forecast them through budgets, and then compares actual performance to budgetary performance. Does. At a strategic level, total sales and indicators of profitability will be relevant strategic controls. An increasing number of organizations are measuring customer loyalty, referral, employee satisfaction and other such performance areas that are not financial. Unlike financial control, the non-financial related control monitor aspects of the organization that are not promptly financial in nature, but are expected to lead to positive performance outcomes in the future. The principle behind such non-financial controls is that they can provide managers with a glimpse of the progress of the organization before measuring financial results. And this theory has some practical support. A highly satisfied customer is the best predictor of future sales in many of its businesses, so it regularly tracks customer satisfaction.

MECHANISTIC VS ADOPTIVE STRUCTURES

Mechanistic	Adoptive
Individual specialization: Employees work separately and specialize in one task	Tasks are more interdependent. Emphasis on relevance of tasks and organizational objectives.
Simple integrating mechanisms: Hierarchy of authority well-defined	Complex integrating mechanisms: task forces and teams are primary integrating mechanisms
Centralization: Decision-making kept as high as possible. Most communication is vertical.	Decentralization: Authority to control tasks is delegated. Most communication latera
Standardization: Extensive use made of rules & Standard Operating Procedures	Mutual Adjustment: Face-to-face contact for coordination. Work process tends to be unpredictable
Much written communication	Much verbal communication
Informal status in org based on size of empire	Informal status based on perceived brilliance
Organization is a network of positions, corresponding to tasks. Typically each person corresponds to one task	Organization is network of persons or teams. People work in different capacities simultaneously and over time

IMPACT OF TECHNOLOGY ON ORGANIZATIONAL DESIGN

Three factors have been found to have an effect on the design of an organization. The most appropriate design for an organization seems to be contingent on such variables as its environment, the complexity of its technology and its size. The organization's environment is an external variable, its technology has internal as well as external aspects; and its size is principally an internal factor.

Environment Variability: In assessing the possible impact of the environment on its design, an organization must consider the amount of variability in its environment – that is, the degree of change with which it must be prepared to cope. It must consider the frequency of change, the magnitude of change, and the predictability of change. An organization's environment may be stable, changing or turbulent.

Stable Environment: A stable environment is one that experiences little or not unexpected or sudden changes. Products require only minor changes, if any, and the market shows very few fluctuations. For whatever reasons, the product attracts neither regulatory attention nor technological innovation. Consequently, organizations in a stable environment remain virtually unchanged for a long time. But stable environments are becoming scarcer. It is difficult to think of many organizations that have made the same product with the same process and sold it in essentially the same way for a long time.

Dynamic Environment: Dynamic environment is characterized by trends that are predictable. Thus, organizations can be prepared to adjust to the changes when they occur. For example, the environment of many service firms could be characterized as changing. Trends in demand for services often depend on the social fabric of society. Values and tastes certainly change over time, but these changes do not usually occur so unexpectedly or so rapidly that service firms cannot adjust to them. The characteristic flexibility of service firms helps them adapt rapidly to such changes. Firms that produce products can also predict trends in the environment.

James Thompson

Several years after Woodward's British studies, an American researcher, James D. Thompson divided technologies into three categories on the basis of years of observation in different organizations. He labeled technologies as long-linked, mediating or intensive.

Long-Linked Technology:

Thompson's long-linked technology is characterized by a series of sequential tasks that must be performed in a specified order. The assembly line is an example of long-linked technology. This category closely parallels Woodward's large-batch and mass-production technology.

Mediating Technology:

Is a process that brings together groups that need to be interdependent for the desired action to take place. For example, banking is a mediating technology; it facilitates the interaction between depositors and borrowers. Employment and other talent search agencies connect suppliers of specialized labor with buyers. This type of technology is intermediate in flexibility. It allows for some standardization but can also adjust its output in response to variations in the needs of the parties it seeks to link

Intensive Technology:

An intensive technology involves the application of specific skills, techniques or services in order to make a change in an input. This type of technology describes custom work and is consistent with Woodward's unit production technology. The value of an intensive technology is its flexibility.

Size

The impact of the sheer size of an organization on its design has attracted a great deal of research attention. It seems obvious that organizations change as they get larger and that more complex designs become necessary. But the research results are not unanimous. This may be due in part to the fact that size has been measured in a variety of ways.

PERCEPTION

Perception is an intellectual process of transforming sensory stimuli to meaningful information. It is the process of interpreting something that we see or hear in our mind and use it later to judge and give a verdict on a situation, person, group etc.

It can be divided into six types –

- ✓ **Of sound** – The ability to receive sound by identifying vibrations.
- ✓ **Of speech** – The competence of interpreting and understanding the sounds of language heard.
- ✓ **Touch** – Identifying objects through patterns of its surface by touching it.
- ✓ **Taste** – The ability to receive flavor of substances by tasting it through sensory organs known as taste buds.
- ✓ **Other senses** – They approve perception through body, like balance, acceleration, pain, time, sensation felt in throat and lungs etc.
- ✓ **Of the social world** – It permits people to understand other individuals and groups of their social world. **Example** – Priya goes to a restaurant and likes their customer service, so she will perceive that it is a good place to hang out and will recommend it to her friends, who may or may not like it. Priya's perception about the restaurant is good.

LEARNING

Learning can be defined as the permanent change in behavior due to direct and indirect experience. It means change in behavior, attitude due to education and training, practice and experience. It is completed by acquisition of knowledge and skills, which are relatively permanent.

FACTORS AFFECTING LEARNING

Learning is based upon some key factors that decide what changes will be caused by this experience. The key elements or the major factors that affect learning are motivation, practice, environment, and mental group. Coming back to these factors let us have a look on these factors –

- **Motivation** – The encouragement, the support one gets to complete a task, to achieve a goal is known as motivation. It is a very important aspect of learning as it acts

gives us a positive energy to complete a task. **Example** – The coach motivated the players to win the match.

- **Practice** – We all know that” Practice makes us perfect”. In order to be a perfectionist or at least complete the task, it is very important to practice what we have learnt. **Example** – We can be a programmer only when we execute the codes we have written.
- **Environment** – We learn from our surroundings; we learn from the people around us. They are of two types of environments – internal and external. **Example** – A child when at home learns from the family which is an internal environment, but when sent to school it is an external environment.
- **Mental group** – It describes our thinking by the group of people we chose to hang out with. In simple words, we make a group of those people with whom we connect. It can be for a social cause where people with the same mentality work in the same direction. **Example** – A group of readers, travellers, etc.

PERSONALITY

Personality is one of the indicators of individual differences. It is a commonly used term. However, we need to understand it in a proper way as it has implications in many fields including our academic success, interpersonal relationship, social behavior and job performance. Personality traits also impact our physical as well as psychological health and well-being. They are strong correlates of our happiness across temporal and situational factors. Individual differences are also studied in other aspects such as intelligence, creativity, interests (educational and vocational) and leadership.

INDIVIDUAL DIFFERENCES

Individual differences, as the term suggests, refers to how individuals differ from each other. Different people have different interests; and their behavior is influenced by these interests, likings, disliking's, values and beliefs etc. Even if we are of the same age group or gender, we are aware of how we differ from others and, others are also aware of these differences. For instance, you may like dancing and gossiping with friends, but your friend may not like these, she may prefer painting and interacting with a few friends only. Further, your friend may be good in playing football, but you may not be that skilled in football. If you take note of people around you, you will find many such differences. One student is good in language whereas another student in the same class may be good in science. Thus, we find individual differences in personality, intelligence, interest, motivation and so on.