



Managing Organizational Behavior: A Review of Harvard Business School Organizational Change

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I. INTRODUCTION

Leadership and management skills have been a topic of thorough study and research over the past years. This is due to the complexity and various interconnected factors that affect leaders, managers and employees in an organization. Organizational change focuses on the mentality of leaders, the notion of mentors, the validity of incentives, the dynamics of teams and the supervision of Alpha personas.

How Successful Leaders Think

It is fascinating to observe how many leaders, throughout history, have excelled in leading their profession, may that be in an office, business, organization or even a country. Each individual leader has led his/her task, at hand, differently than others and contrarily to what they have done in previous situations. This has been achieved, according to Martin, R. (2007), by perceiving what each leader has had going on in their conflicting minds rather than examining their actions and behaviors.

In an endeavor of understanding what a leader does, misconceptions arise, as what has worked in a single situation may not be mimicked in the other. The main reason to this misinterpretation is that distinctive contexts within the same leaders' lifetime acquire adjacently diverse approaches. Hence, to attain effective lessons from successful leaders, it is important to look at the integral process that got them to prosper. The core of this process lays in the leader's capability of following an integrative thinking approach. This methodology has come into practice via strengthening the innate human characteristic of the opposable mind and via the four phases of decision making which are defining salience, investigating causality, envisioning problems holistically and realizing an ultimate resolution. These steps differentiate a conventional thinker from an integrative one wherein the later tackles them with pioneering complexity and an ambitious state-of-mind. This thinking method can be acquired through corrective practices starting off by believing in it, practicing it and turning it into a habit. Thereafter, to mature as a leader, not only is integrative thinking needed but also is developed through tuning it via continuous practice.

An integrative thinker is capable of holding two opposing thoughts in mind, segregating panic out of the situation, refusing to settle for one alternative and producing a holistic novel solution that is better than both initial considerations, while having elements of each integrated within. The basis of integrative thinking has been initially suggested by F. Scott Fitzgerald, he believed that bright individuals are entitled to preserving functionality whilst having two contradicting thoughts at mind. The goal of integrative thinkers is to use the opportunity created from tension to unleash creativity in acquiring a new solution. Their mindset shifts from following what is right or wrong towards curiosity and complexity, to explore numerous possibilities. The above-mentioned enablers to integrative thinking have clearly distinguished effective leaders. To begin with, the opposable mind is fostered in an integrative thinker's actions rather than being shut down in a conventional thinker. The sense of uncertainty and ambiguity allows this human aspect to flourish to its finest capabilities. Human impulses are put aside and full potential of all possible solutions is taken into consideration. Additionally, the process of integrative thinking has come into practice by first considering the least apparent but applicable factors. The least salient options are often disregarded by conventional thinkers since they increase uneasiness and oppose organizational rigid norms. Then, the causality and interrelationship between the selected factors is investigated whereas the preferable, linear correlation, is disregarded by integrative thinkers. A multidirectional approach is used thereby avoiding misread connections, assigning appropriate scales of magnitude and conveying the right path of connectivity. Thirdly, the inclusive architecture of the dilemma is considered during decision making rather than breaking down the various aspects of the problem.

Finally, the rejected obvious choices, avoided segmented views and prevented trade-offs, by integrative thinkers, result in a rarely sought after and effective outcome.

Furthermore, Thomas C. Chamberlin's perspective on attaining integrative thinking skills is more reasonable than Fitzgerald's. Chamberlin proposed the notion of "multiple working hypothesis" rather than the common one-way theory of experimental trial and error. On a scientific scale, this interdisciplinary hypothesis signifies precise answers by interrelating several factors to achieve merged results. Even though this approach is cumbersome, it yields an equivalently complex state of intellect. Therefore, integrative thinking, as stated by Martin, is a practice of thought that is manifested into a habit by proper recognition. It is not limited to definite individuals but is realized by those that divert from predictability and widen their horizon of rationality. Integrative thinking is not a talent that is gifted by birth but rather a developed skill that undergoes several pitfalls and comes back even sturdier with advanced twists[1].

Light has been shed on leaders' intellectuality rather than their code of conduct since the first is an affirmative predecessor of the other. Organizational paradoxes supplement the integrative philosophy as an optimization between each opposing thought is required. These contradictory viewpoints incorporate stability versus change, pragmatism versus principles and transparency versus privacy. Furthermore, the balanced verdict of an integrative leader within an organization embodies its core assumptions, supplementary values and known artifacts. Setbacks appear when a leader strengthens his/her organization by solely relying on constant improvement. This phenomenon is titled "active inertia" in which action is present yet is accordingly predictable. This paves the way for competitors to excel through transformational change adopted by integrative leaders as opposed to blind visions, routine progressions, rigid beliefs and chained relations implemented by anticipated leaders[2].

Several theories distinguish a classical manager from an exceptional leader. The "cognitive dissonance theory" clearly expresses how certain managers are uncomfortable with several contradictory views and are subsequently changing their viewpoints to create a sense of rationalism. Another theory, the "administrative theory" creates an inflexible model following an idealism approach. It focuses on rationalizing the overall organizational structure by following a single way of thinking, thus limiting the capacity to create change in the organization. The aforementioned practices of rationalism create a self-obstructing organization managed by a director that fails in formulating desired alterations, in building efficient teams and in diversifying dimensions of strength. Specifically, overdependence on certain skills may be primarily fruitful yet over the long run will result in destructive flaws.

Finally, a leader may lead individuals, groups or organizations wherein each is tackled differently. For the first, an approach to motivate personalities is commenced by satisfying a need, be it for accomplishment, dominance or affiliation. Then, a decision is made based on certain perceptive theories. The surrounding environment aids in sustaining a certain behavior by either increasing or terminating it. This is achieved via positive and negative reinforcements or via extinction and punishment strategies. Hence, a behavior is a function of not only the personality but also the environment and free will.

Beyond the Myth of the Perfect Mentor

The notion of mentorship has been used by people from various ethnicities and backgrounds. The necessity for supervision and guidance exists for any person's development be it on a professional or personal level. Growth of each individual is measured in terms of their respective learning curves following a path of either stagnant, steady or incremental increase. Hence, the need for a mentor is essential, yet the level of perfection it has been credited is misunderstood. Career aspirations have been quantified by adhering to mentoring concepts with abundant devotion. The problem is that the idea of the perfect mentor is only found in writing not in actuality. Mentor-protégés relations are tough to launch and then even harder to preserve their productivity. They require not only sufficient investment in both time and effort, but also enough amount of risk given by both sides, the mentor and protégé.

As stated by Linda, H. (1998), misconceptions about mentor-protégés relationships have been prominent as it has been tackled incorrectly by individuals in organizations. The focus should be concentrated on constructing developmental relationships from the protégé's side rather than on finding the finest mentor. These interactions, ideally, adopt a healthy and vibrant cooperation, mutually, between both sides. The hypothetical benefits that may be generated from such engagements can be transformed to reality by reaching out to their maximum capabilities. Understanding the core functions, forming and maintaining encounters, addressing corresponding individuals and beating specific setbacks, faced by minorities in these relations, is key to successful progression. The establishment of developmental relationships follows an anticipated path of commencement, cultivation, disengagement and redefinition wherein each stage has a set of principles to abide to. Furthermore, particular evolving interactions need to be attended, inside or outside an association, such as those with direct managers, other superiors, colleagues or other companions. Hierarchical structures, task designs, performance evaluations, reward schemes and cultural backgrounds are some specific circumstances in

which developmental relationships are directly affected. In other words, an organization based on numerous rankings, introverted work, unconstructive criticism, diminished gratitude and misapprehended cultures will deconstruct rather than construct relationships. Finally, some minorities, women specifically, struggle with building these relationships as cross-gender connections and surrounding mindsets imply certain judgements. These conclusions are mostly governed with stereotypes, suspicion, sexual tension, and insufficient role modeling from the other gender's perspective. Consequently, proper understanding of the core of mentor-protégés relations and the underlying features of it pave the way for an emerging leader.

Based on the aforementioned aspects, it is clear that a distinct mentor is not found but rather a series of mentor-protégé interactions nurture career growth and maturity. Furthermore, it is essential to note the difference between mentor-protégé relationships and those of a sponsor-protégé wherein the former encompasses dynamic alliances established on the basis of certain professional and psychological needs. These necessities further reinforce the fact that a single relationship will not be capable of sustaining impact in all functions. On a professional level, learning is facilitated through sponsorship, training, support and challenge. Whereas on a psychological level, role modeling, advising, recognition and acquaintance beyond job requirements improve competency, individuality and efficiency. On the other hand, a sponsor-protégé relationship is more generic as its complexity is minimal, targeting only career functions with moderate interactions and associations. Hence, a mentor is sought after not found through a series of interactions with diverse individuals where opportunities are fully acknowledged.

As the concept of mentorship is revealed, given its complexity, it is bound to encompass several phases from beginning to end, as cited earlier. Generally, the evolution of a single mentor-protégé relationship require dedication from both parties, under a restricted time frame, roughly two to five years, in which not all needs are addressed. The first stage is commencement, takes up a duration of six months to a year, through which interactions are made based on organizational roles and responsibilities. This introductory phase creates a platform to learn the developmental desires of each side. Relating to the formality of the professional world, career functions are to be concentrated first, initiated with coaching, wherein support and trust is built to face upcoming challenges. In return, the protégé delivers proper technical aid with reliability, reducing the workload and gaining trust. Then, cultivation stage embarks during which the boundaries of the relationship are broadened and stretched to reach maximum benefit. Not only does the supported protégé get accurate technical proficiency and access to specific information that enables their effectiveness within an entity, but also the glorified mentor attains recognition for encouraging a new joiner to reach maximum capabilities and perform positively, benefiting the organization. Unfortunately, due to unpredictable changes at the workspace, either personally or professionally, the separation stage comes into place. This turbulent period is ruled by emotion owing to sudden realization of rejection, lost value and confinement. Finally, the relationship may be redefined, contrary to its previous form, with a lower sense of attachment and a higher level of professionalism. Unravelling the truth, behind the mentor-protégé development relationship, it is evident that any relationship's sustainability is highly dependent on reciprocity. The harvests of these relationships are collected only when mutual benefit have been exchanged with utmost selflessness[3].

After viewing the significance of building mentor-protégées relationships, it is important to note the concept of emotional intelligence in leading both, one's self and others. Basically, emotional intelligence originates from a person's capability to identify not only their personal feelings but also those of others to help sustain an encouraging relationship. The rationality of the cognitive brain can only take people so far, without unlocking their emotional intelligence capabilities, that is due to the resonance effect exhibited by the open loop of emotions. As such, to master emotional intelligence, four domains have to be faced including self and social awareness alongside self and relationship management. Once these fields are realized, impulses are managed, judgements are adjourned, reactions are predicted, and constructive relationships are built based on sturdy bonds. Productivity and effectiveness within an organization are redirected upon motivation set by the superior leader. Hence, diverse leadership styles induce distinctive emotions within the pupils of an entity. For instance, affirmative leaders are coercive, consensus leaders are democratic, motivational leaders are pacesetters, empathetic leaders are affiliative and progressive leaders are coaches. Even though emotional intelligence has an inherent component, it is only learnt through proper motivation, repetition and feedback. Furthermore, fundamental emphasis is shed upon self-directed learning as it is the core resolution for internal and external struggles. Once a person clearly establishes, discovers and acts upon his/her true identity, behaviors are controlled and developmental relationships are initiated with clearly set objectives.

Once a developmental relationship is initiated, as stated earlier, the cultivation period commences. As beneficial relationships start building up, conflicts are bound to arise midway between peers, supervisors and managers. The definition of conflict has been constrained to dysfunctional disparities based on mismatched objectives, emotions and behaviors. Mentors can have functional conflicts with their apprentices that lead to improvements on an individual and professional level which defies that stereotypical view of conflicts. Additionally, conflict management styles branch out based on situational appropriateness with a certain level of

assertiveness and cooperativeness. Certain circumstances necessitate a crucial competing style while others may demand an integrative collaborating style, a convenient compromising style, an immediate avoiding style or even a satisfactory accommodating style. Relationships face undeniable ups and downs, specifically those seeking benefit and improvement. The manner disagreements are confronted and managed, predict future leaders' impeccable success and reflect their degree of emotional intelligence.

Ultimately, an efficient manager obtains power over his/her protégés by constructing networks of reciprocal advantage. The key to influence is not by managing dependents but by leading them towards success which is done by filling the power gap in-between. As recent organizations are less hierarchical, networking opportunities grew as transparency prevailed. The solution to this gap is established via attaining personal power and fostering networks ruled by mutuality, as revealed previously. Personal power can be sourced by tracking records, increasing appeal, dedicating efforts and personalizing expertise.

Incentives in Organizations and Why Incentive Plans Cannot Work

People often require certain actions to be performed with a high level of passion and motivation to ensure effective output. The way to push people forward has been indorsed by incentives to ensure utmost compliance to given tasks. The controversy as to whether or not these incentives prevail as true persuaders to an organization's success is the main issue. A true motivational platform must be embedded within every organization to ensure continuous improvement and productivity. An incentive system in an organization is defined as a system of official and unofficial policies that define how wealth is allocated amid its members. This correspondingly affects the quantity of wealth produced or demolished by the organization.

The presence of an incentive system is not the focal argument yet the truth of whether or not it leads to actual stimulus, leading to value establishment or destruction, is. The success of any organization is dependent on two main categories, as mentioned by Hall, B. (2006), which are the business strategy and the organizational strategy. To begin with, the business strategy of any entity encompasses its mission and overall purpose wherein the core existence of an organization lays in value creation. Following up on the formation of the mission, a business strategy is formulated to examine both internal abilities and external competitive markets within the scope of operation. Collectively, this thorough analysis helps in defining the entity's internal strengths and weakness as well as its external opportunities and threats, also known as "SWOT Analysis". After this strategy is completed, an organizational strategy is initiated with a defined organizational structure, properly allocated decision rights and clearly stated performance goals and objectives. The distribution of members within an organization is outlined by numerous categories that are grouped on the basis of their practical capability, product market, regional business and even on the client or customer. Decision-right distribution can either be concentrated towards top management, dispersed towards the lower end of the hierarchy or planned anywhere in-between. The former necessitates regular monitoring and control from top management whereas decentralized decision rights require maintained alignment between accountability and authority through incentive systems. The distribution of these decision rights is affected by the position of precise knowledge, inherent motivation of employees and the presence of encouragement activities in an organization. The authoritative behavior depicted from workers relate to their level of responsibility and therefore their rewards and punishments are clear. On that foundation, an incentive strategy is built by tying rewards and punishments to members, ensuring a value-created performance. Objective performance measurements are not easily formulated, thereby incentive strategies create complications in regards to controllability, alignment and interdependence. On the other hand, subjective performance offers a broader perspective of evaluation wherein value creation in personnel is measured flexibly; however, it may be politicized as differentiation is pursued. The delusion created by incentives is that they guarantee quality, yet they merely ensure temporary obedience. Thus, an outstanding organization is developed by not only realizing the true cost of incentives, but also by setting future goals and offering an appropriate amount of guidance.

The three issues generated from incentives, mentioned ahead, are due to objective performance assessments summarized in controllability, alignment and interdependency complications. Certain outcomes are based on certain circumstances and are irrelative to the extent of effort and skill put into it. They are challenging to measure, as the source of success or failure may be due to managed factors or merely due to luck. Second, individual performance measures are distorted, certain occupations involve multiple tasks, so they are not entirely associated with value establishment. Lastly, multiparty performances that are of significance in an organization make it tougher to depict individual performance. The compromises and limitations imposed by unbiased judgements may be amended by subjective performance evaluations. These assessments ensure distinction by using forced curves that offer rankings and classifications from top management. The categorization portrayed by this curve indicates who is worthy of a raise or a reward and who is to be cleared out. Overall, be it an objective or subjective measurement, each has its own deficiencies, making it harder to incentivize and recognize the genuine benefits of doing so[4].

Given the difficulty of pursuing incentives, organizations should avoid using incentives due to reasons proven by numerous studies revealed by Kohm, A. (2002). These studies signify that the rewarding system ensures, simply, short-term compliance and thereby did not succeed in stimulating the mentality of a hard worker. Incentives are viewed as extrinsic motivators that do not alter the core belief, thus neither will the values nor the behaviors or attitudes change. At the same time, productivity does not truthfully correlate to rewards given for effective task completion. Specifically, there has been no evident relation between financial compensation and efficient functionality. It is clear that incentives result in minor, none or even undesirable relationships on the quality of performance. The rewarding and incentivizing structures proved that it does not create motivation and is highly manipulative. Additionally, relationships are damaged, reasons are disregarded, creativity is diminished and interest is marginalized. Hence, accurate differentiation must be made concerning intrinsic and extrinsic motivators where neither of them is solely effective, a combination of both is toughly achieved and a superior solution to both is idealistic.

Given the facts above, it is genuinely hard to view the benefits of having incentive plans in a sturdy organization. These plans might be of aid when immediate but brief actions are necessitated. The principal notion of benefit induced by rewards, at the moment, is looking at momentarily performance rather than mere participation. It may ignite a sense of competition and fast-paced performance, even though it is not sustained. Thereafter, it is apparent that organizations that do not require persistent behavioral modification and commitment might benefit from incentive plans. On the other hand, in a high performing organization not only are extrinsic rewards existent but also are intrinsic motivations. Also, a clearly set platform of goals for personal growth, recognition and responsibility, on a personal and organizational level, are necessitated[4][5].

Moving forward to the behavior of individuals, constituting an organization, it is clear that rationality, on an individual level, has limitations as neither enhanced efficiency nor productivity are apparent. Human behavior has been studied for a prolonged amount of time, and it was clarified that classical management narrowed view of human behavior, as a controllable factor, was deficient. The Hawthorne studies on socio-psychological aspects of human behavior in organizations explained the complexity, unpredictability and originality of human behavior. Many postulations have been made regarding human performance ranging from those driven by rationality, economy, society, self-development or even ever-changing motives. Consequently, leadership begins with leading people through motivated behaviors, leading teams with a well-defined goal and purpose and leading organizations by reshaping their vision, mission, strategic objectives and overall culture.

Individuals are motivated by specific processes that are governed with certain personal theories including content, reasoning and performance modification theories. First, content theories branch to personality and need principles based on what makes individuals energized. Behavior is accordingly caused by satisfying certain needs such as those adhering to achievement, power or affiliation, as mentioned by David McClelland. Then, an adequate amount of thought is pursued to make a decision that acts as the basis for upcoming actions. These cognitive theories are subdivided to three main concepts which are established upon expectation, ambition and equity. The expectancy model for motivation implies that an observed effort-performance probability leads to an apparent performance-reward probability and is followed by a perceived assessment of essential rewards. The succeeding theory is based on the position of the set goals be it precise, challenging or satisfactory. The third theory suggests that people are motivated when they are located in positions of inequity when compared to others. This can categorize individuals based on those that prefer equity "equity sensitives", that are at ease with being equated less to others "benevolent", and those that are relieved once linked superior to others "entitled". The surrounding environment modifies performance by sustaining some induced behaviors through positive or negative reinforcement or by extinguishing them through elimination or punishment, as alleged by Skinner. This atmosphere conveys the aforementioned incentives philosophy, and the associated dilemmas of controllability, alignment and interdependence.

Commonly, in organizations a conventional interpretation of job enrichment is followed where it is the manager's duty to transfer his/her direct workforces from an unsatisfied position to a more satisfying one. Wherein, Herzberg's study, known as the two-factor theory, focuses on the range of satisfaction, ruled by Hygiene factors, and range of motivation, ruled by motivators. Hygiene factors relate to occupational status, job security, work conditions and professional relations. A job can become motivational if work is perceived as significant, accountability is established and results are acknowledged. Even more, changing a job's scope may motivate individuals by offering broadened skills, identified tasks and significant responsibilities with a high level of self-sufficiency. Job enhancement is more operational to those looking for individual and organizational progression and potency as opposed to those with no future prospects of development. It is undeniable that understanding individuals, seeking value-creation and pursuing sophisticated performance underlies numerous complexities.

Managing Your Team

A successful manager succeeds in not only supervising his/her own teams', individual and clustered, work, effort and growth, but also in ensuring effective outcome. Internal and external factors supplement the complexity of sustaining a productive, ambitious and motivated team. At the core of team building, it is essential to control individuality as well as foster synchronization. The ruling responsibilities to effective team building revolve around handling the team's border and managing the team itself.

According to Linda, A. (1995), a team is distinguished as effective if it follows three correlated criteria built on team's output, experience and capability. Managers misread the true concept of effective teams and narrow their approach to the first criteria merely. On the other hand, personal necessities need to be addressed and the flexibility, receptiveness and learning potentials of the constituting team members must be sought after. As a team is developed, it's boundary must be managed through constant examination of the competitive environment, proper observation of the undertakings of the external concerned committees and adequate provision of the chief relationships with those outer organizations. After development, the concerned team is managed by setting an agenda, choosing the team type and determining the teams' configuration and organization. The teams' manner in handling tasks is also monitored, and the teams' culture is structured as to power distribution and communication relationships. Similarly, topics of importance are addressed and cumbersome conflicts are resolved. Furthermore, a team is instructed to recognize synergy through employing efforts, realizing knowledge and achieving task performance strategies. Certain inconsistencies arise through the process of team building, and they must be comprehended, acknowledged and equalized. The competitive market is growing at a fast pace, hence immediate corrective actions must be taken by managers in regards to team empowerment and success.

It is vital to manage a team's boundary, as previously mentioned, to prepare the team for new and unanticipated chances and risks. The level of instability imposed by the external surrounding requires an equally substantial amount of attention paid for competitors and external relevant entities. Even within an organization, managers must facilitate relationships with those not in their appointed team. It is fundamental for them to manage their liability towards their team via properly managed compromises and sufficiently incorporated outward benefits. Additionally, a managers' job mandates a level of adequate awareness relative to the team's performance that deals with organizational configurations and strategies. If these actions and interactions are ignored, team members will face irrational performance objectives due to deficiency in essential resources or confrontation of major organizational hindrances.

The paradox of team management and leadership revolves around five major philosophies. First, individual differences must be embraced and joint goals acknowledged. This will be in favor of the entire team's mutual objectives where freedom exists whilst having the team's agenda fully abided too. Second, a platform of openness and transparency must exist to avoid suppressing ingenuity and thoughts. Conflict must be permitted openly to appoint constructive actions rather than being troublesome. Then, continuous emphasis must be attributed to learning and development. Innovation, faults and risk taking must be motivated and treated as knowledge foundations. Additionally, a balance must be achieved between a managers' authority and the corresponding team members' independence. This broadens the scope of trust and improves productivity with reduced doubts. Finally, the hierarchal level managers are at generates a necessity to stably manage the relationships between themselves and the individuals, separately, and as a team, collectively. The key to resolving team complexities does not happen instantaneously but is rather practically built by empowering individual team members and the team as a whole[6].

When studying team management, it is essential to consider the main group dynamics which are structure, cohesiveness, interdependence and maturity level. Following the outline of organizations, groups acquire a structure, assign roles and responsibilities, generate norms and create a status system rather than a hierarchal group. Afterwards, cohesiveness is verified in terms of interaction, communication and influence. Interdependence is classified by defining the working team's type specifically is it pooled, serial or reciprocal. The first signifies fixated individual positions, the second implies the same yet performs sequentially as a team, with a common goal, and the third forms primary positions wherein the team performs. Finally, group goals are encompassed within task accomplishment and members' satisfaction classified by four levels of maturity. The levels begin with immature, structurally mature, with cooperation issues, interpersonally mature, with developed dynamics yet needs proper integration of group goals, and is culminated with a qualified team.

Concentrating on leaders' behaviors, it is clear that there is a direct proportionality between leaders' behaviors and group goals. A leader is task-oriented when he/she focuses on inducting activities, allocating tasks, setting principles and emphasizing on competitiveness. While, a relationship-oriented leader aid in resolving issues, share decision-making privileges and illustrate concern regarding members' problems. A task oriented leader follows an autocratic style with his group being productive at the presence of the leader only. Whereas a democratic leader leads people with a satisfactory experience ruled by collaboration and reduced

conflicts. On the other hand, a Laissez Faire or libertarian leader allows his/her members to make decisions all the time, and this results in the least productivity.

Likewise, a leader can define his/her own leadership style by following the two-dimensional model of leadership that assesses people and task orientation with a scale from low to high. Even more, the situational leadership model evaluates a leader's directive and supportive behavior into four quadrants. Fundamentally, a directing leader, as the name implies, is highly directive and merely supportive. A leader that follows the coaching style is both highly supportive and highly directive. A supporting one differs from the directing leader in which his/her behavior is highly supportive but barely directive. Finally, a delegating leader is not only hardly supportive but is also scarcely directive. It is definite that various situations require different leadership styles and that the groups being led must change their mindset first and foremost and mature towards a sustained dynamic behavior.

Coaching the Alpha Male

The behavior or attitude of certain brilliant managers' hindrances their success due to difficulties faced both personally and professionally. It is important to take note of the ambient surrounding as productivity is affected by interrelated interactions. The way to move forward is to admit to personal flaws and embark on a journey of self-actualization and improvement.

Alpha males are viewed as highly intellectual, self-assured and effective in terms of utmost output as mentioned by Ludeman & Erlandson (2004). They are comfortable with being accountable and endure numerous obligations without being overwhelmed. This level of functionality makes them very independent and are concerned with compliance to achievements. The co-workers, peers and employees are often intimidated to approach the alpha male due to the evident lack of communication. Certain characteristics of an Alpha male can act as an asset to an organization and can also jeopardize it. Having said that, they should be instructed by suitable trainers that are not very passive, not overly confidential and not exceedingly subservient. These coaches will eradicate the idea possessed by those Alpha males as to their intimidating behavior and undisputable command. They believe that their power is a genuine reason for other people to admire and respect them. Hence, coaching these individuals must be tackled in a manner that resembles their resilient personality. First, their attention must be caught with reliable information, then assurance and commitment must be attributed to reforming themselves. The coach must subsequently communicate and express his/her statistics in a style similar to that of the Alpha male. After that, the facts should be represented firmly with an uncompromisingly direct and honest language to grasp full attentiveness. Lastly, increase curiosity and competitive reflexes by supervising an Alpha males' own self-protectiveness towards continuous growth. This growth is evident through a series of phases starting with acknowledging vulnerability, accepting responsibility, connecting with feelings, balancing constructive and destructive criticism and eventually becoming observant of patterns. Changes in behavior do not happen right away, they take much time and effort to bring about habitual changes that last.

An Alpha male is characterized by numerous characteristics, that can act for or against an organization, but there are seven in particular which are superior to others. To begin with, they are highly prejudiced and self-assured which may have assertive actions with suitable instinct but may be perceived as a narrow-minded persona with an overbearing approach. Their overqualified intelligence allows them to undertake innovative advancements, but may also reject whoever disagrees with him. Furthermore, they are action-oriented thus generate results but are simultaneously intolerant to changes in procedures. Fourthly, Alpha males' mentality of high-performance and anticipations raise the bar for ambitions yet reduce appreciation and increase dissatisfaction rates. They have a straightforward communicating style that paves the way for immediate action but creates distress and complaints. Similarly, their highly restrained attitude is extremely fruitful; however, is very irrational in terms of expectancies. Finally, they are not governed by emotions and are therefore, very objective and unbiased. The downfall in this objectivity is lack of inspiration and constructive connections between the Alpha male and his subordinates[7].

I have encountered several males in my workspace, Dubai Electricity and Water Authority, but one of them stood out to be more of an Alpha male for several reasons. The way he basis his actions are irrelevant to emotional instincts and are solely focused on the completion of tasks. Still more, he is known to be overly confident and conveys an unapproachable character in the workspace. For instance, one of my colleagues avoids giving him opinions and updates due to his lack of communication skills. Even though he is very keen on pursuing new innovations to advance our section, he fails in elaborating his coworkers' viewpoint on them during the process. Due to these given facts, my personal view, and that of others, towards him is perceived as demotivating and not inspirational.

More traits have been allotted to Alpha males which also convey them as an authoritative persona. Their personal traits are viewed as assertive, results-driven, confident, competitive, daring and frequently appealing. These personas can be found at any level in an organization wherein their presence is not only felt

but is also strengthened by their control over meetings, projects and even interactions. Nearly all leaders have some of an Alpha males' characteristics, numerous executives are Alpha males; however, not all good leaders are Alphas and that is why the aforementioned coaching techniques are mandatory.

Alpha females may possess some Alpha male traits yet are dissimilar in some ways. Even though they may have issues towards criticism, remain statistics driven and manage well with stress, they are more prone to respecting interpersonal relations and feelings. The way they grow is relative to not only their talent and ambition, but also due to their skills in effective cooperation. As such, they are less comfortable with encounters and disagreements, and when they elevate the matter to a controversial position, they shortly get triggered by emotion and reach a resolution.

These encounters faced in the workspace, due to diverse characters, need to be attended to with proper conflict management skills and underlying emotional intelligence qualities. It must be clear that certain situations require a demanding management style whereas others necessitate an integrative process based on cooperation and interaction. Also, it is vital to avoid insignificant issues and shape trust by accepting others opinions when found at fault. When conflicts are seen as purposeful, they produce novel concepts, increase the learning curve, develop working relations and lead to an overall constructive and positive organizational change.

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