

Behavior in Organizations – P. Orliac

Reflection Paper – Excerpts from “A” papers

Over the past few years I have come across a steady pattern of continuous growth. I have found that by looking back in time from year to year, somewhat like Peter Drucker “self-analysis”, that each experience and new discovery has help me identify my values, my learning styles, my strengths, and my weaknesses, which has defined the type of person I am today and helped identify my “emotional intelligence” factors. In addition, with my participation in sport and traveling, I have increase my general understanding of my own personality, which has helped me become more efficient and recognize “how and where I can recharge my batteries.” Lastly, my acceptance of both positive and negative events has helped my understanding of my personal set of motivational factors, which has helped me succeed with sport and people.

B.

One day my boss was talking to me about how when the day manager left he gave two other employees raises to cover her responsibilities. I did some personal investigating and found out that a coworker who started three years after me was making one dollar less than me as a manager. Needless to say, I was the one coming in early of my already 50 hour weeks so that these boys he gave raises to could leave two hours before they were supposed to. Although I didn’t bring it up for the rest of the day I eventually brought it up to him that I felt it was unfair that he gave raises to other people and not the people who worked the hardest. This coincides to my high score in the self-management aspect of emotional intelligence. Having a high score in this aspect allows me to “keep disruptive emotions and impulses in order... [display] honesty and integrity... flexibility [to adapt] to changing situations... [take] initiative”(Team FME 16). I waited until my disruptive emotions resided to take a step forward in the direction of benefiting my coworker and me. I went about discussing the matter with my boss with honesty and flexibility. In the end we came to an agreement that both Mike and I would receive a one-dollar raise. Through this experience from standing up for what I feel is right, my internal locus of control was also tested. I believed that the outcome was solely contingent on my actions of fighting for what I believed was right. I felt as though if I were to rely on my environmental factors to control the outcome it would not have been the desired outcome.

J.

Although I did not initially realize my strengths, weaknesses, learning style, values, primary motivation, and needs, I gained a better understanding of who I was as I began to have a negative experience with college. My strengths included putting the well being of my friends above my own, working hard in the arenas of academics and athletics, and loving others despite their inherent differences from me. My weaknesses consisted of being oblivious to people manipulating me, a poorly budgeted schedule, and wrongly prioritizing instant gratification over long term fulfillment. Another characteristic I came to understand about myself was my learning style. According to Peter Drucker, in *Managing Oneself*, “the first thing to know is whether you are a reader or a listener”(Drucker 103). I have discovered that I am a listener first and foremost. Retaining the most information when someone is speaking rather than through reading a book or article. At times, friends and family members have chastised me for recycling words, concepts, or jokes, because I repeat them in the same conversation I heard them in. I absorb more information audibly than I realize at times. My learning style has other traits. These consist of being a team oriented individual, preferring subordinate roles, and also preferring to advise, coach, or mentor rather than be a decision maker.

E.

Upon entering college, I had a broad understanding of what my values were. Values are “enduring beliefs that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite mode of conduct” (Nelson & Quick 65). As I experienced a clash between who I was and the environment that surrounded me, I was forced to make a decision to change myself or my surroundings. Peter Drucker said it best, “to work in an organization whose value system is unacceptable or incompatible with one’s own condemns a person both to frustration and to nonperformance” (Drucker 105). I couldn’t deal with the conflict of my emotions and actions on a daily basis. For me, the decision became to either compromise my values and stay, or find inner peace and leave. While I was at school my primary motivational needs shifted as well. They started by being primarily centered around my financial security, career opportunities, and relational affiliation. As I encountered conflict internally and externally, these needs transitioned to spiritual peace, decreased stress, and healthy relationships.

E.

There were numerous tasks I would prove to be great at including, customer service skills, selling skills, and the ability to work efficiently under pressure. I was moved to multiple departments such as the checkout department where I learned to greet customers, to offer help in finding whatever they needed, and thanking them for their time. I soon became a supervisor of that department and used my service skills to sell donations to the Boston Children’s Hospital. I learned to look customers in the eye and to ask politely for donations. The more I followed my learned behavior the more I sold. One week I sold over 500 donations which was over 10% of sales for the entire store. Through all of this I started to become motivated through expectancy. This was the belief that effort leads to performance (Nelson & Quick 81). My effort was so significant that my performance increased substantially and for that I was praised by all of my managers.

M.

For my future, I came to the conclusion that I do not want to spend the rest of my life in the food industry. Customers are brutal and no one takes their job seriously. My job included massive amounts of emotional labor. In other words I was “expected to express positive emotions and suppress any anger or hostility” (Nelson 63). After four months of faking my happiness, it took a toll on me. I was no longer a happy person and I was emotionally and physically drained by the end of a long week, never mind the end of the summer.

J.

Through all of this, I think it is apparent that I am motivated by all three of McClelland’s manifest needs (ORGB5). My working towards a promotion at Olympia is a clear indicator of my need for achievement. My various leadership and coaching positions reflect my desire to influence others and to make a difference in life, and thus reflect a need for power. Finally, my involvement in so many organizations shows my urge to establish relationships with others; otherwise known as a need for affiliation. These motivators, along with my success in leadership positions, seems to show that I will enjoy working in a challenging environment (potentially as a manager) some day in the future, as well as possibly being a part of a not-for-profit organization.

M.

After taking this reflective moment to think about my experience as a teller I have learned a few things about myself and how I hope to act in work environments. For one, I need to have confidence that I know myself well enough to know how I learn and perform best and how I react in situations, and I shouldn't let others convince me that they know better. Secondly, emotional intelligence is hugely important in the workforce and I hope to continue to improve my skills in this area. I also want to work on having less intellectual arrogance when a job becomes frustrating. Most importantly, the next time I feel my primary motivations and values are not aligned with that of the company to the point where I'm unhappy, I hope to have the confidence to leave as soon as possible. In my next career path, I hope to take these lessons with me.

K.