A Simplified Conceptual Study of the Subject of Organizational Behaviour

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Abstract

Organizational Behaviour (OB) is a subject which is useful for becoming a successful manager in any type of organization. As far as teaching and learning OB was concerned, some performance and theoretical gaps were observed particularly in a developing country context. This research paper is a result of a conceptual study which attempted to achieve six objectives: (1) to present definitions of OB given by various appropriately qualified authors, make a brief descriptive analysis about the definitions, and assert the general meaning of OB; (2) to ascertain whether OB is a part of HRM; (3) to explore and describe how OB distinctly differs from HRM; (4) to explore and describe how OB relates or becomes a synonym to subjects such as Industrial Psychology, Organizational Psychology, and Work Psychology; (5) to explore and describe how OB relates to Human Relations; and (6) to argue that OB should be an essential subject in Management Education. Adopted research strategy was the desk research and two non-scientific methods, i.e., authority to a greater extent and intuition to a lesser extent were used to carry out the study. A concept called 13 A's of OB Competencies is introduced in this paper. It is believed that the write-up and the findings in achieving the six objectives are useful for teaching and learning the subject or course of OB at least in a developing country context.

Key Words: Definition, Human Resource Management, Management Education, Organizational Behaviour

Introduction

Most of us are members of certain organizations for the purpose of employment, some individuals are entrepreneurs, and we all are of course consumers of various goods and services produced by various organizations for the purpose of meeting our various needs and wants or desires. As a matter of fact, we cannot live without organizations and our society is composed of organizations which vary in terms of nature of products, size, ownership, goals, and other business forms. One of the inevitable features in all these organizations is Organizational Behaviour (OB). OB relates to and affects all human beings working in organizations irrespective of their types of employment or ownership. It is a field of studies that deals with studying behaviour in organizations. It has been a well-recognized course in Business Administration or Management education and a well-established subject which is interesting and exciting. OB is not a functional field of Organizational Management like Human Resource Management (HRM). As a matter of fact, it is generally a course for any Business Administration, Management or Management-related Bachelor's Degree and Master's Degree as well. Indeed, in case of most of the Degrees of Doctor of Business Administration being offered by recognized universities in Sri Lanka and abroad, OB is a course offered. Consequently, a considerable number of students, employees, and professionals studying OB can be observed at any time of consideration.

One who learns formally or even informally the subject of OB is required to secure a sufficient right knowledge of it. Securing this adequate and right knowledge of the learner leads to generate a positive attitude about the subject of OB within him or her and further contributes to build skills in applying the acquired knowledge into practical applications. In this regard, to make the learner exposed to secure a good and right knowledge of the introduction to OB is indispensable. Hence, each academic or teacher in OB is responsible for delivering an introduction to OB to his or her students at the outset of teaching, essentially in the first lecture and it needs to be right, clear, adequate, and understandable.

I emphasize that the academic or teacher who involves in lecturing or teaching OB is required to secure a sufficient and accurate competence of introducing the subject. Let me ask the following questions which need lucid answers so that the relevant academics (usually in developing context) and students acquire a sufficient and right understanding of the meaning, nature, importance, and content of OB.

1. What is the generally accepted meaning of the subject of OB?
2. Is OB a part of Human Resource Management (HRM)?
3. Does OB distinctly differ from HRM?
4. Does OB relate or become a synonym to subjects such as Industrial Psychology, Organizational Psychology, and Work Psychology?
5. Does OB relate to Human Relations?
6. Should OB be an essential subject in Management Education?

These questions were considered as research questions for this conceptual work. It has generally been observed, particularly in a developing context, that there are some academics (may be recently appointed ones to teach OB) who are not pretty sure about having right or at least generally acceptable answers for the above-mentioned questions. It is possible to observe that a course named *Management* or *Principles of Management* have some topics (examples: leadership, communication, motivation etc) to be taught on the part of lecturer, and to be learnt on the part of student, and they can be found among the topics to be taught and learnt on a course named *OB* too. The same program of studies (example: MBA in HRM or BBA in HRM) may include OB as a course in one semester and Industrial and Organizational Psychology as a separate course in another semester, and majority of the topics to be taught and learnt of both courses are the same. It has been observed that some academics teach the same content or deliver slight differences in terms of content on the same topics for such separate courses and are indeed not capable of demarcating course topic contents. There are academics who are not capable of distinguishing OB from HRM. Hence, there is a performance gap. Further, to generate a sort of inclusive conceptualization is worthy particularly owing to the reason that almost all or most of the textbooks on OB which are available currently do not have a focus on answering some of the above-mentioned questions. Hence, there is a theoretical gap. At least it is worthy of making a synthesis of theoretical descriptions and explanations used to make adequate answers for the above-mentioned research questions in a single paper coupled with simplified nature. In this context, a synthesis refers to a combination of different writings given by different authors to form connected descriptions and explanations which are more understandable. Furthermore, the author of this research paper is interested in writing and scholastically curious to engage in a study of this nature.

Objectives

Objectives that are consistent with the above formulated research questions were set for writing this theoretical research paper. The objectives are:

1. To present definitions of OB given by various appropriately qualified authors, make a brief descriptive analysis about the definitions, and assert the general meaning of OB.
2. To ascertain whether OB is a part of HRM.
3. To explore and describe how OB distinctly differs from HRM.
4. To explore and describe how OB relates or becomes a synonym to subjects such as Industrial Psychology, Organizational Psychology, and Work Psychology.
5. To explore and describe how OB relates to Human Relations.
6. To argue that OB should be an essential subject in Management Education.

Method

The nature of the questions formulated influenced the way of writing this research paper and consequently it was written in non-scientific but systematic way. This research paper is a conceptual one and has no traditional empirical investigation, but a detailed study of the introductory aspect of a subject (Opatha, 2003[1]). Two non-scientific methods such as authority mainly and intuition to a certain extent were adopted to work on this study.

Authority is a non-scientific method used by some researchers in order to acquire knowledge, and seeking answers from authority or experts on a specific subject gets involved in the method (Davis and Cosenza, 1985; Nazario-Romero, 2016). Expert opinion allows us to address broad, ill-defined areas (Umstot, 1984). The desk research strategy was used and it was mainly based on textbooks written by highly and appropriately qualified authors in OB or a related field such as Industrial Psychology and Human Relations. Of course, there may be a considerable number of textbooks published by different authors in different countries in different languages on OB. To find answers for the research questions was purposely made limited to the textbooks on OB, which were published in English Language and physically or electronically available to me. Further, books perceived by me as scholar books and perceived as not a sufficient standard work for study of OB not covering essential OB basics were decided to be unutilized. Some useful research papers were utilized to develop appropriate and adequate answers for some of the research questions in addition to the author's logical thoughts and beliefs. Refer to Exhibit 1 that lists out the OB textbooks used for writing this paper along with information including author or authors, year of publication, country of publication, availability of direct definition or non-availability of direct definition.

Exhibit 1. Information about the OB Textbooks used for this Study

No.	Author/s	Year	Country of Publication	Availability of Direct Definition	Non-Availability of Direct Definition
1	Cohen, Fink, Gadon, and Willits	1980	USA		X
2	Dunham	1984	USA		X
3	Umstot	1984	USA	X	
4	Luthans	1985	USA	X	
5	Mullins	1989	UK	X	
6	Nelson and Quick	1997	USA	X	
7	Chandan	1998	India	X	
8	Sekaran	2004	India	X	
9	George and Jones	2005	USA	X	
10	Moshal	2006	India	X	
11	Newstrom	2007	USA	X	
12	Greenberg and Baron	2007	UK	X	
13	McShane, Glinow, and Sharma	2008	USA & India	X	
14	Moorhead and Griffin	2009	USA	X	
15	Robbins and Judge	2013	USA	X	
16	Opatha	2015	Sri Lanka	X	

Definitions of OB

The concept of OB was observed to have been defined directly or indirectly by every author or authors who wrote textbooks on the subject of OB which were utilized for this study. It is important to mention here that my approach for dealing with the definitions is merely descriptive. Neither critical nor prescriptive approach was adopted exhibiting my intention of giving due respect to the respective authors and not doing critiques to the definitions.

The first textbook utilized for this study was written by four USA professors namely Cohen, Fink, Gadon, and Willits and its titled is *The Effective behavior in organizations* published in 1980. They have not given a direct definition of OB, but they (1980, p. 4) write: *"WHAT DOES the term "organization" means to you? Usually it arouses images of a fairly large collection of people with some kind of division of labor, bosses and workers, goals, a way of informing and controlling members, and so forth. It is natural, therefore, to first think of organizational behavior as a study of human activities in large corporations. Yet much of what you can learn about organizational behavior is more accessible; it goes on around you all the time. You are a member of a family; may live with other people; belong to some clubs, teams, or committees; have a job involving others; eat and shop where people work; and so forth."* It is possible to derive from this introductory writing that OB is operating around you all the time and it is about studying human activities in organizations.

The second textbook I used for this study has the title *Organizational Behavior* written by a US professor, namely Dunham and was published in 1984. He also does not give a direct definition of OB. However, under the focus of OB, he (1984, p. 6) writes: *"Organizational behavior focuses on the understanding of behaviors and attitudes within organizations. A primary purpose of the OB field is to understand why people in organizations feel and behave as they do. The study of OB attempts to document the organizational factors which influence workers (and therefore the organization itself). It also describes the processes by which these factors exert their influence."* Thus, according to Dunham (1984), OB is a subject that deals with understanding of behaviors and attitudes within organizations. Further his introductory writing indicates that OB is the systematic study of behaviors and attitudes in organizations. Here, attitudes and behaviors are within employees in organizations. Hence, OB is about the systematic study of employees' attitudes and behaviors in organizations.

Umstot (1984) gives a direct definition of OB in his textbook titled *Understanding Organizational Behavior*. According to him, OB is the study of the human aspects of organizations, including individual behavior, group behavior, and their interaction with organizational structure, culture, and processes; with the goal of improving organizational effectiveness. Thus, OB has three major aspects such as individual behavior, group behavior, and their interaction with organizational structure, culture, and processes. OB has the goal of improving organizational effectiveness. Umstot defines organizational effectiveness as improving such factors as productivity, quality, efficiency, job satisfaction, attendance, retention, and quality of work life.

Luthans (1985) defines OB as the understanding, prediction, and management of human behavior in organizations. His textbook got the title *Organizational Behavior*. Within organizations, there are employees working and they have behavior which needs to be understood, predicted, and managed. Further his writing in his 11th edition (2008) confirms this definition. In this edition, he (p. 6) writes: *"Yet, the overriding purpose of the first edition, now 35 years ago, of trying to better understand and effectively manage human behavior in organizations remains the essence of this eleventh edition."* Thus, more important than any

other considerations in OB is to better understand human behavior in organizations and effectively manage it.

Mullins who is a UK author wrote a book titled *Management and Organizational Behaviour* in which he has defined OB as the study of the behaviour of people within an organizational setting. Further he has used the Luthans' definition to define OB. He (1989, p. 2) writes: "*In most cases the term 'organizational behaviour' is, strictly, a misnomer: rarely do all members of an organization, except perhaps very small organisations, behave collectively in such a way to present the behaviour of the organization as a whole. In practice we are referring to the behaviour of individuals, or sections or groups of people, within the organisation. For example, when we talk about a 'caring organization' we are really taking about the philosophy, attitudes and actions of top managers and/or departmental managers, or possibly an individual manager.*" Thus, the use of term 'organizational' is there and it really means behaviour of managers (also non-managers) in the organization. Further his writing includes that the wording 'organizational behaviour' has become widely accepted and is a convenient form of shorthand to refer to the multiplicity of interrelated influences on, and patterns of, behaviour of people within the organization. Hence, OB involves studying interrelated influences on people's behaviour in the organization and patterns of people's behaviour.

Nelson and Quick (1997) in the book titled 'Organizational Behavior' defines OB as individual behavior and group dynamics in organization. Further, they (p. 6) write: "*The study of organizational behavior is primarily concerned with the psychosocial, interpersonal, and behavioral dynamics in organizations. However, organizational variables that affect human behavior at work are also relevant to the study of organizational behavior.*" Organizational variables include jobs, organizational design, organizational structure etc. Thus, according to the authors, although individual behavior and group dynamics are primary concerns of OB, a concern goes to organizational variables too. Organizational variables are important as the context in which human behavior occurs.

Chandan (1998) wrote a book titled *Organizational Behaviour* in which he defines that OB is concerned with people's thoughts, feelings, emotions and actions in a work setting. He (1998, p. 15) writes: "*The organizational behaviour is specifically concerned with work-related behaviour which takes place in organizations. Organizational behaviour is a synthesis of many other fields of study and is bult upon contributions from a number of behavioural disciplines. The predominant area of psychology is concerned with the study of individual behaviour. Other behavioural disciplines affect the group dynamics and the organizational system.*" According to Chandan, people's thoughts are also to be studied. The interdisciplinary influences on OB come from psychology, sociology, social psychology, industrial psychology, anthropology, political science, economics, engineering, medicine, and semantics.

Sekaran (2004) who is an Indian author wrote a book title of which was Organizational Behaviour. Her definition of OB is that it is the study of the actions and reactions of individuals, groups, and subsystems. The behaviour includes the actions and reactions of people at work in the organization. Further, the author writes that OB not only examines the behaviour of

individuals and groups, but also the factors that influence them, such as the nature of the jobs, the technology used, the structures and processes that help or hinder them, as well as the internal and external environment in which they operate.

The textbook titled *Understanding and Managing Organizational Behaviour* written by George and Jones (2005) presents a definition of OB, that is: "Organizational behavior is the study of factors that affect how individuals and groups act in organizations and how organizations respond to their environments." OB is about studying factors affecting actions of individuals and groups in the organization. Also, it is about studying how the organization responds to its internal and external environments.

Moshal (2006, p. 5.1) defines OB in his book with the title 'Organisational Behaviour' as follows: "*Organisational behaviour may be defined as a systematic study and analysis of human behaviour in organization.*" According to him, OB is mainly concerned with why individuals working in organizations do behave in a particular manner, different factors which affect their behaviour and finally how they can be influenced to produce desirable working behaviour and to contribute at a maximum level to accomplish common goals of the organization. He (p. 5.2) writes: "*The objectives of organisational behaviour are two-fold, on the one hand, it helps in understanding human behaviour at work and factors affecting it. On the other hand it also helps in devising ways and means for making human behaviour more positive and contributory in the pursuit of common goals.*" Thus, under OB an attempt is made to understanding human behaviour and its determinants, and to produce strategies to make human behaviour more productive and contributory to achieve organizational goals.

Newstrom (2007, p.3) in the book with the title 'Organizational Behavior: Human Behavior at Work' defines: "*Organizational behavior is the systematic study and careful application of knowledge about how people—as individuals and as groups—act within organizations. It strives to identify ways in which people can act more effectively. Organizational behavior is a scientific discipline in which a large number of research studies and conceptual developments are constantly adding to its knowledge base. It is also an applied science, in that information about effective practices in one organization is being extended to many others.*" Thus, OB involves in studying systematically how people act within organizations and applying carefully that knowledge so as to increase effectiveness of people's acting. According to him, OB is a scientific discipline as well as an applied science.

In their book titled *Behavior in Organizations*, Greenberg and Baron (2007) define that OB is the field that seeks increased knowledge of all aspects of behavior in organizational settings through the use of the scientific method. According to them, OB deals with human behavior in organizations. They (p. 4) write: "*Formally defined, organizational behavior is the multidisciplinary field that seeks knowledge of behavior in organizational settings by systematically studying individual, group, and organizational processes. This knowledge is used both by scientists interested in understanding human behavior and by practitioners interested in enhancing organizational effectiveness and individual well-being.*" Thus, there are two types of people who are interested in OB, i.e., scientists in OB and practitioners in OB. While

scientists want to increase their understanding of human behavior practitioners want to improve organizational effectiveness and individual well-being. The authors give directly four characteristics of OB and they are: (1) OB applies the scientific method to practical managerial problems; (2) OB focuses on three levels of analysis: individuals, groups, and organizations; (3) OB is multidisciplinary in nature: to study a topic from a wide variety of approaches (these range from highly individual-oriented approach of psychology, through the more group-oriented approach of sociology, to issues in organizational quality studied by management scientists); and (4) OB seeks to improve organizational effectiveness and the quality of life at work.

McShane, Glinow, and Sharma (2008) define OB in their book which has the title 'Organizational Behavior' as "*OB is the study of what people think, feel, and do in and around organizations.*" According to them, employees' thinking, feeling, and doing within the organizations and throughout the organization are studied under OB. Further they write that OB researchers systematically study individual, team, and organizational level characteristics that influence behavior within work settings.

Moorhead and Griffin (2009) present their definition of OB which is: "OB is the study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself." This definition was given in their book titled *Introduction to Organizational Behavior*. According to them, it is possible to have a focus on any of the three areas, i.e., human behaviour in organizational settings, the interaction between human behaviour and the organization, and the organization itself, but the three areas are necessary for a comprehensive understanding of OB. Further they identify that OB is not a defined business function or area of responsibility in the same way as finance or marketing.

Robbins and Judge (2013) wrote a popular textbook on OB and its title was Organizational Behavior. The definition of OB in their 13th edition is: "Organizational behavior is a field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness." Several editions which were available to the author of this research paper have the same definition. Their 18th edition published in 2019 has the same. They (p. 9) write: "*OB is a field of study, meaning that it is a distinct area of expertise with a common body of knowledge. What does it study? It studies three determinants of behavior in organizations: individuals, groups, and structure. In addition, OB applies the knowledge gained about individuals, groups, and the effect of structure on behavior in order to make organizations work more effectively.*" Thus, OB has a focus on three determinants of behaviour in organizations, i.e., individuals, groups, and structure. Here structure means organizational structure. It indicates that the purpose of OB is to make an organization work more effectively.

Opatha, who is the author of this research paper wrote a text book on OB in 2015 and its title was Organizational Behaviour: The Human Side at Work. This book was the first and up to the

present the only comprehensive OB textbook published in English medium in Sri Lanka. The definition of OB given in the textbook is: "the systematic study of individuals, groups and organizational processes in an organization in order to improve organizational effectiveness." Further, as per his writing of defining OB, *Systematic* means methodological or organized and involving the scientific method; *Study* is the activity of learning involving careful investigation of various relevant phenomena; *Individuals* are employed in order to perform various jobs in organizational settings; *groups* are formal (official) and informal (non-official) ones with forces such as norms and roles operating within a group (group dynamics); *organizational processes* are organizational variables affecting human beaviour at work and these include jobs, design of work, organizational structure, organizational culture and organizational change; and *Organizational effectiveness* is the extent to which organizational goals have been accomplished and it involves optimizing outcomes such as productivity, employee presence, employee retention, financial performance, survival and stakeholder satisfaction including owners, employees, suppliers and customers. He identifies that OB is not a defined business function and organizations have managers designated as Human Resource Manager, Finance Manager, Marketing Manager, and Operations Manager, but not as 'Organizational Behaviour Manager'.

A careful examination of the definitions mentioned above given by different authors are not divergent but convergent in terms of the meaning content to a higher extent. It reveals that each definition includes studying human behaviour in organizations. Majority of definitions have the focus on studying individuals, groups, and organizational variables. Basically, it is asserted that OB is studying systematically individuals, groups, and organizational variables which determine organizational effectiveness and it aims at improving organizational effectiveness. Refer to Exhibit 2 that presents characteristics which were derived from the definitions studied. In this context a characteristic refers to a feature that is belonging typically to the definition (Opatha, 2021[1]). Furthermore, a characteristic is a feature in the definitional context or the act of defining.

Exhibit 2. Characteristics derived from the Definitions

No.	Author/s	Characteristic/s
1	Cohen, Fink, Gadon, and Willits	It is about studying human activities in organizations.
2	Dunham	It focuses on the understanding of behaviors and attitudes within organizations. A primary purpose of the OB field is to understand why people in organizations feel and behave as they do. The study of OB attempts to document the organizational factors which influence workers (and therefore the organization itself).
3	Umstot	It is the study of the human aspects of organizations, including individual behavior, group behavior, and their interaction with organizational structure, culture, and processes. It has the goal of improving organizational effectiveness.

4	Luthans	It is about the understanding, prediction, and management of human behavior in organizations. It tries to better understand and effectively manage human behavior in organizations.
5	Mullins	It is about the study of the behaviour of people within an organizational setting. It involves the multiplicity of interrelated influences on, and patterns of, behaviour of people within the organization.
6	Nelson and Quick	It is primarily concerned with the psychosocial, interpersonal, and behavioral dynamics in organizations. Also, it is concerned with organizational variables that affect human behavior at work.
7	Chandan	It is concerned with people's thoughts, feelings, emotions and actions in a work setting. It is a synthesis of many other fields of study and is bult upon contributions from a number of behavioural disciplines.
8	Sekaran	It is the study of the actions and reactions of individuals, groups, and subsystems. It not only examines the behaviour of individuals and groups, but also the factors that influence them.
9	George and Jones	It is about studying factors affecting actions of individuals and groups in the organization. Also, it is about studying how the organization responds to its internal and external environments.
10	Moshal	It is a systematic study and analysis of human behaviour in organization. It has an objective of helping in understanding human behaviour at work and factors affecting it. It has another objective of helping in devising ways and means for making human behaviour more positive and contributory in the pursuit of common goals.
11	Newstrom	It is about the systematic study and careful application of knowledge about how people—as individuals and as groups—act within organizations. It strives to identify ways in which people can act more effectively. It is a scientific discipline in which a large number of research studies and conceptual developments are constantly adding to its knowledge base. It is an applied science, in that information about effective practices in one organization is being extended to many others.
12	Greenberg and Baron	It applies the scientific method to practical managerial problems. It focuses on three levels of analysis: individuals, groups, and organizations.

		It is multidisciplinary in nature: to study a topic from a wide variety of approaches (these range from highly individual-oriented approach of psychology, through the more group-oriented approach of sociology, to issues in organizational quality studied by management scientists). It seeks to improve organizational effectiveness and the quality of life at work.
13	McShane, Glinow, and Sharma	It is about the study of what employees think, feel, and do in and around organizations.
14	Moorhead and Griffin	It is about the study of three areas, i.e., human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself. The three areas are necessary for a comprehensive understanding of OB. It is not a defined business function or area of responsibility in the same way as finance or marketing
15	Robbins and Judge	It is a field of study that studies three determinants of behavior in organizations: individuals, groups, and structure. It applies the knowledge gained about individuals, groups, and the effect of structure on behavior in order to make organizations work more effectively.
16	Opatha	It is about the systematic study of individuals, groups and organizational processes in an organization. It works to improve organizational effectiveness. It has application of the scientific method to managerial problems

An attempt was made to construct a list of characteristics which are distinctly separate with regard to the subject of OB by basing on the characteristics mentioned in Exhibit 2. The list was constructed after removing duplications of the same characteristics and modifying some characteristics so that they become more understandable or lucid. Also, the characteristics in the list do not follow the order of mentioning in Exhibit 2.

1. OB is a field of study. Hence it is an academic discipline.
2. OB is a scientific discipline as it applies the scientific method to practical managerial problems.
3. Occurrence of OB is within an organization.
4. It is about the systematic study of human behaviour in organizations.
5. It is about the understanding, prediction, and management of human behavior in organizations.
6. It is about the study of what employees think, feel, and do in and around organizations.
7. It is about the systematic study of individuals, groups and organizational processes in an organization.
8. It focuses on three levels of analysis: individuals, groups, and organizations.

9. It is multidisciplinary in nature: to study a topic from a wide variety of approaches (these range from highly individual-oriented approach of psychology, through the more group-oriented approach of sociology, to issues in organizational quality studied by management scientists).
10. It has an objective of helping in understanding human behaviour at work and factors affecting it.
11. It applies the knowledge gained about individuals, groups, and the effect of structure on behavior in order to make organizations work more effectively. Hence, it works to improve organizational effectiveness.
12. It seeks to improve the quality of life at work.
13. It has an objective of helping in devising ways and means for making human behaviour more positive and contributory in the pursuit of common goals.
14. OB is not a defined business function or area of responsibility in the same way as finance, marketing, operations, or HRM.

OB and HRM

It is academically interesting to deal with the question: is OB a part of HRM? HRM is a discipline that studies how employees are obtained, developed, utilized, evaluated, maintained, and retained by the employers (Werther and Davis, 1996); has programs, policies, and practices which are used to manage the workforce of an organization (Harris, 1997); and has a comprehensive set of activities which lead to develop and maintain a qualified workforce in ways that contribute to organizational effectiveness (DeNisi and Griffin, 2008). As per Sri Lankan literature, HRM is the efficient and effective utilization of human resources to achieve goals of an organization (Opatha, 2009) and one of the most important functional fields of Organizational Management (Opatha, 2021[2]). By giving an inclusive definition of HRM, Opatha (2021[3], p. 31) writes: *"Basically, HRM is the adoption of certain functions and activities for utilizing employees efficiently and effectively in an organization to achieve its goals which include satisfying the key stakeholders to the possible extent and contributing positively to the natural environment. It involves formulation, implementation, and on-going maintenance of strategies, policies, procedures, rules, practices and systems of managing employees strategically, participatorily, and sustainably."* Thus, HRM is indeed a broad subject using personnel perspective, strategic perspective, partnership perspective, industrial relations perspective, and sustainable perspective.

OB has a higher relationship with HRM compared with other management subjects such as Marketing, Finance, and Operations. The major reason is that both subjects are concerned with human resources or employees in the organization. Employees are human beings who have characteristics, thoughts, feelings, and actions which determine success of any organization largely. It is not the technology itself makes the organization successful but the right employees make the organization successful by making right decisions and making things happen. Both OB and HRM are concerned with employees' characteristics, thoughts, feelings, and actions which determine success of any organization. Graham and Bennett (1992) emphasize the psychological basis of HRM and according to them HRM concerns of the

human side of the management of enterprises and employees' relations with their firms. In their book titled *Human Resources Management* (seventh edition), there are two parts, i.e., industrial psychology and personnel management. An examination of the topics given under the content of industrial psychology are mostly OB topics. According to Mamoria (1996) HRM is concerned with employees, both as individuals and groups. HRM has policies, practices, and systems (means) influencing on behavior, attitudes, and performance of employees (the ends) according to Noe, Hollenbeck, Gerhart, and Wright (2007). Armstrong (2009), who has been a well-known UK author in HRM, considers OB as a part of HRM in his book titled *Armstrong's Handbook of Human Resource Management Practice.* In fact, he has been considering OB as a part of HRM for many editions of his book including the fourth edition with the title *A Handbook of Personnel Management Practice* published in 1991 which is available physically to the author of this research paper. OB may be taught as a specialized course in HRM and Typically OB is considered as a part of HRM, not vice versa (Opatha, 2015).

To maintain and improve employees' motivation has always been an objective or a goal of HRM (Schuler and Huber, 1990, Schuler, 1995; Opatha, 2009). Employees' grievances which can arise due owing to causes relating to job, working conditions, personnel management decisions, and alleged violations (Opatha, 1994) always affect to reduce or remove their motivation. To generate and improve employee motivation is indispensable to realize organizational goals including employee productivity and performance. Motivation has always been an OB topic (Luthans, 1985; Newstrom, 2007; Opatha, 2015).

Thus, this literature leads to come to a conclusion that OB is a part of HRM. It is true that OB knowledge of a manager assists him or her to manage his or her subordinates in a better way. OB knowledge is useful for an HR expert to formulate better HRM systems in relation to HRM functions. OB concepts, theories, and tools allow managers to generate, improve, and change appropriately work behaviours of employees so that they do not work against, but work in favour of the achievement of common organizational goals. Hence, OB contributes to HRM positively and significantly.

Distinguishing between OB and HRM

It is useful to notice or understand the difference between OB and HRM in addition to the relationship between OB and HRM (shown in the above section). Also, it is theoretically interesting to make OB different from HRM. HRM is a defined business practice but OB is not a defined business practice (Moorhead and Griffin, 2009). HRM is a part of practicing organizations as much as the marketing, finance, or operations functions are (Luthans, 2009). HRM has not only been a well-recognized profession but also a well-established academic discipline being interesting, exciting, and challenging (Opatha, 2019[1]). It is one of the most important functional fields of Organizational Management (Opatha, 2021[2]). It is an integral subsystem of the organizational system (NeNisi and Griffin, 2008). General observation suggests that HRM is an essential course for any Business Administration, Management or Management-related Bachelor's Degree and Master's Degree as well (Opatha, 2019[2]). Perhaps the biggest problem that OB has had to face is an identity crisis and anyway, the exact domain

of OB will probably never be agreeable, but there is little doubt that OB has come into its own as a field of study, research, and application (Luthans, 2008).

HRM tends to have a more applied focus than OB (Luthans, 2008). OB is more theoretical than being applied (compared with HRM) while HRM is more applied having a more practical use than being more theoretical (compared with OB). OB concepts (for example, locus of control), principles (for example, to be more successful in managing, internal locus of control needs to be generated and improved), and theories (for example, the more the manager is internally oriented, the more he or she tends to believe in himself or herself and put more effort to achieve better results) are useful for solving definite HRM problems (for example, how to fill a managerial job vacancy? Here high internality is used as an essential selection criterion). Another example: the Big Five Dimensions theory (an OB theory) can be used as a tool for selecting job applicants to fill job vacancies (an HRM problem).

Refer to Exhibit 3. This Exhibit shows a kind of distinguishing between OB and HRM. A right study of the Exhibit is needed to understand the differences between these two subjects.

Exhibit 3. Distinguishing between OB and HRM

Base	OB	HRM
Functional nature	OB is not a functional field of Organizational Management.	HRM is one of the most important functional fields of Organizational Management.
Alternative names	There are no popular alternative terms to OB. If given, Organizational Psychology may be used.	Personnel Management, People Management, Staff Management, Man Power Management, and Human Talent Management are being used for HRM.
Nature	OB is more theoretical. OB is viewed as a behavioural science. OB is more scientific.	HRM is more practical or pragmatic. HRM is not generally viewed as a behavioural science. HRM is less scientific.
Inclusion	OB includes individual processes (personality, perception, attitude etc), group processes (team dynamics, leadership, conflicts etc), and organization processes (structure, culture, change etc) in an organization in order to improve organizational effectiveness.	HRM includes various systems or programs relating to functions or activities (job design, job analysis, HR planning, recruitment, selection, etc.) which are used to manage employees efficiently and effectively in order to achieve organizational goals.
Functions to be performed sequentially and continuously	OB does not have particular OB functions to be carried out in sequence and/or continuously.	Traditionally there are 18 HRM functions including job design, job analysis, human resource planning, recruitment, selection, hiring, induction (these functions are to be formed sequentially), performance evaluation, training and development, career management, pay management, etc. All these functions are to be performed continuously.

It is observable that OB and HRM are related. However, they are two distinct fields to be taught and learnt. Thus, a conclusion that can be made from the above writing is that OB distinctly differs from HRM. This means that OB is recognizably different in various forms from HRM. In other words, OB and HRM are readily distinguishable at least in five bases as given in Exhibit 3.

OB, Industrial Psychology, Organizational Psychology, and Work Psychology

Spector (2000) considers Industrial Psychology (IP) as an alternative term for Organizational Psychology (OP). According to him, the field of I/O Psychology has a dual nature; first, it is the science of people at work and second, it is the application of psychological principles of organizational and work settings. Topics of this field include job analysis, performance appraisal, assessment methods for selection and placement, selecting employees, training theories of motivation, job satisfaction and organizational commitment, productive and counterproductive employee behaviour, employee health and safety, work groups and work teams, leadership and power in organizations, and organizational development and theory according to the content included by Spector (2000). An examination of these topics reveals that topics such as job analysis, performance appraisal, assessment methods for selection and placement, selecting employees, training theories of motivation, and employee health and safety are in the content of HRM and the rest of the topics are in the content of OB. However, the specific contents of the HRM-related topics have not been given by using process perspective, strategy perspective, industrial relation perspective, and functional perspective which are the popular perspectives in HRM. Predominantly the prescriptive approach is used in order to teach and learn an HRM topic or issue in HRM. However, descriptive and explanatory approaches are used predominantly to deal with teaching and learning topics in I/O Psychology.

Riggio (2013) also considers Industrial Psychology as an alternative term for Organizational Psychology. He (p. 15) summarizes: "*Industrial/organizational psychology is the branch of psychology that deals with the study of work behavior. I/O psychologists are concerned with both the science and practice of industrial/organizational psychology. The scientific goal is to increase our knowledge and understanding of work behavior, whereas the practical goal is to use that knowledge to improve the psychological well-being of workers. The study of work behavior is a multidisciplinary, cooperative venture. Because I/O psychologists are not the only professionals who study work behavior, they combine their research with that of other social sciences.*" Thus, I/O psychology is the study of work behaviour scientifically (to increase knowledge and understanding of behaviour at work) and practically (to improve the psychological well-being of workers). The content of this textbook has a separate part for Personnel Issues (specifically Job analysis, Employee recruitment, selection, and placement, Methods for assessing and selecting employees, Evaluating employee performance, and Employee training and development; a separate part for worker issues (specifically Motivation, Positive employee attitudes and behaviors, Worker stress, and Negative employee attitudes and behaviors); and a separate part for work group and organizational issues (specifically Communication in the workplace, Group processes in work organizations, Leadership, Influence, power, and politics, and Organizational structure, culture, and

development. A careful examination of these parts and specific topics reveals that some topics are related to HRM and some topics are related to OB.

A related subject is Work Psychology (WP). Arnold, Silvester, Patterson, Robertson, Cooper, and Burnes (2005) define that work psychology concerns all aspects of human behaviour, thoughts, feelings and experiences concerning work. Their content of the textbook includes some personnel issues, individual issues and group issues, and organizational change and culture. They (2005. 20) write: "*One source of confusion is that work psychology has a lot of different names. In the United Kingdom and the United States, the old-established term (still sometimes used) is industrial psychology. The newer label in the United States is industrial/organisational psychology (or I/O psychology for short). In the United Kingdom, it is often called occupational psychology, but this term is uncommon in most other countries. Throughout Europe, increasing use is made of the psychology of work and organisation and work and organisational psychology to describe the area. Just to confuse things further, some specific parts of the field are given labels such as vocational psychology, managerial psychology and personnel psychology. Meanwhile, there are also some bigger areas of study to which psychology contributes greatly. These include organisational behaviour and human resource management.*" This writing is very useful to understand the teaching and learning of the subjects being considered in UK and USA. The writing reveals that WP is an alternative name for I/O Psychology. Further the same stresses that OB and HRM are separate areas of study or subjects and they are bigger areas of study.

Thus, it is possible to mention here several conclusions. One is that OB, HRM, and IP are separate subjects with different identities. Another is that IP, OP, and WP are the same and IP and OP are alternative names for WP. Furthermore, a finding is that IP is related to OB and HRM because they are overlapping in terms of some topics. Thus, OB becomes partially a synonym to subjects such as Industrial Psychology, Organizational Psychology, and Work Psychology.

OB and Human Relations

Is subject of OB similar to subject of Human Relations (HR)? Does OB distinctly differ from HR? What is the relationship between OB and HR? These are important questions which need distinct and lucid answers.

According to Hodgetts and Hegar (2005), the process by which management brings workers into contact with the organization in such a way that the objectives of both groups are achieved is human relations. Further they introduce that HR is people oriented, work oriented, effectiveness oriented, based on empirical experience as opposed to relying solely on intuition and common sense, and useful at all levels of the work hierarchy. The content of the textbook includes (1) the nature of HR, (2) fundamentals of motivation, (3) individual behaviour, (4) group behaviour, (5) the informal organization, (6) technology and people at work, (7) productivity and quality improvement, (8) job redesigns and job enlargement, (9) fundamentals of leadership, (10) developing, appraising, and rewarding personnel, (11) communicating for effectiveness, (12) managing conflict and change, (13) international HR,

and (14) HR challenges of the future. Most of the topics (2, 3, 4, 5, 6, 9, 11, and 12) are usual topics of OB. Topics numbered as 1, 13, and 14 include OB oriented materials. Topics numbered 8 and 10 are HRM related. Topic numbered 7 is more Management or Operations Management oriented. Based on this, HR predominantly seems to be more OB oriented. In other words, there is no much difference between OB and HR.

Hodgetts and Hegar (2005) discuss refinement of HR theory in their first Chapter. According to them, the Hawthorne research generated a great deal of interest in HR, and however, some misunderstandings also arose from the findings of both these studies and subsequent research. They (2005, p. 9) write: "*Many behaviorists have attacked some of the Hawthorne findings, calling then naïve and, in certain cases, erroneous. One of the most vigorous attacks has been made against the supposedly Hawthorne-generated finding that happy workers will be productive workers. This stinging attack has so stigmatized human relations that the term* human relations *is no longer used in many colleges of business, because it carries the connotation that "happiness automatically leads to productivity." The term* organizational behavior *is used instead.*" This quotation clearly suggests that OB is an alternative term to HR.

Reece, Brandt, and Howie (2008, pp.4-5) define: "*The term human relations in its broadest sense covers all types of interactions among people—their conflicts, cooperative efforts, and group relationships. It is the study of why our beliefs, attitudes, and behaviors sometimes cause relationship problems in our personal lives and in work-related situations. The study of human relations emphasizes the analysis of human behavior, prevention strategies, resolution of behavioral problems, and self-development.*" Thus, the term *HR* involves all types of interactions, which may be negative or positive, among people. People include different types in organizational setting and they are superiors, subordinates, peers, customers etc. An employee needs to possess a right and sufficient ability to develop effective relationships with all the types of people he or she has to interact. The importance of interpersonal relations can be summarized in one concise law of personal and organizational success: All work is done through relationships (Reece et al, 2008). Although they do not mention OB as an alternative name for HR a careful examination of the topics in the content of their textbook reveals that majority of topics are OB related.

Lussier (2010) considers OB as an alternative name for HR. Lussier (2010, p.5) writes: "*The term human relations means interactions among people…. The goal of human relations is to create a win–win situation by satisfying employee needs while achieving organizational objectives. A win–win situation occurs when the organization and the employees both get what they want.*" Employees in an organization have personal goals to achieve while the organization has goals to achieve. Both employees and organization become winners when they achieve their goals to a significant extent. According to Lussier (2010), the study of human relations looks closely at the way people behave; behavior is what people do and say; Human relations fuel behavior; and the three levels of behavior are individual, group, and organizational.

Dalton, Hoyle, and Watts (2011) define HR as the study of relationships among people and how they interact. They do not consider the term *OB* in their introduction to HR. According to them,

HR looks at how this knowledge (obtained from the study) can be used to improve personal, job, and career effectiveness, and broadly, it includes all types of interactions, including conflicts, collaborations, and groups. Their textbook has four parts, and specific topics under each part are given below:

Exhibit 4. Brief Contents of the Textbook by Dalton et al (2011)

Part 1 Focusing On You
Chapter 1 Human Relations: The Key to Personal and Career Success
Chapter 2 Handling Emotions in the Workplace: Strategies for Success
Chapter 3 Motivation: Maximizing Productivity
Chapter 4 Communication: The Essential Skill
Part 2 Focusing On Others
Chapter 5 Ethics at Work: Your Attitude and Responsibilities
Chapter 6 Effective Decision Making: Your Competitive Advantage
Chapter 7 Groups and Teams: Working Well with Others
Chapter 8 Conflict Management: Techniques for Resolution
Chapter 9 Leadership: What Makes an Effective Leader?
Chapter 10 Appreciating Power: Positioning and Politics
Part 3 Career Development
Chapter 11 Intercultural Competence: A 21st Century Imperative
Chapter 12 Workplace Etiquette: Rules for Behavior
Chapter 13 Organization Savvy: Structure, Culture, and Climate
Chapter 14 Career Advancement Strategies: Reinventing Yourself
Chapter 15 Setting Goals: Steps to Success
Part 4 Work and Life
Chapter 16 Change: A Constant in an Inconstant World
Chapter 17 Employee Rights: Working Toward Mutual Respect
Chapter 18 Maintaining Work and Life Balance: The Key to a Healthy Lifestyle

When the parts and topics are examined, it is clear that there are topics more than generally accepted OB topics. It implies that HR is not equal to OB in the sense that it has some topics which have a more focus on self-development such as Workplace Etiquette: Rules for Behavior, Career Advancement Strategies: Reinventing Yourself, Setting Goals: Steps to Success, Employee Rights: Working Toward Mutual Respect, and Maintaining Work and Life Balance: The Key to a Healthy Lifestyle.

DuBrin (2015), his 12th edition, wrote a textbook titled *Human Relations: Interpersonal Job-Oriented Skills*. His first edition was in 1990. He mainly focuses on interpersonal skills or competencies. He (2015, p. 4) writes: "*Much of this book is concerned with **interpersonal skills training**, the teaching of skills for dealing with others so they can be put into practice. Interpersonal skills training is referred to as soft-skills training to differentiate it from technical training. (Technical skill training is referred to as hard-skills training.) Soft-skills training builds interpersonal skills, including communication, listening, group problem solving, cross-cultural relations, and customer service.*" Interpersonal skills are a major aspect of HR. He does not consider the term *OB* in his introduction to the subject. His textbook contents have 17 topics which include (1) A Framework for Interpersonal Skill Development, (2) Understanding Individual Differences, (3) Building Self-Esteem and Self-Confidence, (4) Interpersonal Communication, (5) Interpersonal Skills for the Digital World, (6) Developing Teamwork Skills, (7) Group Problem Solving and Decision Making, (8) Cross-Cultural Relations and Diversity, (9)

Resolving Conflicts with Others, (10) Becoming an Effective Leader, (11) Motivating Others, (12) Helping Others Develop and Grow, (13) Positive Political Skills, (14) Customer Satisfaction Skills, (15) Enhancing Ethical Behavior, (16) Stress Management and Personal Productivity, and (17) Job Search and Career Management Skills. An attempt was made to examine these contents and compared with the usual contents of OB. It uncovers that a course of HR does not include organizational level aspects such as organizational structure, organizational culture, and organizational change which are usual OB topics at the organizational level of analysis.

Finally, it is possible to conclude that OB and HR are overlapping subjects in the sense that a considerable number of topics taught and learnt are the same. Hence OB and HR are related significantly. However, HR has some topics which do not become usual OB topics. Also, HR does not have organizational level topics (at least as per DuBrin, 2015). Hence, OB and HR are not identical. In other words, both subjects are not exactly alike; can be distinguishable.

OB and Management Education

Should OB be an essential subject in Management Education? Management Education (ME) is an extensive and popular field of studies and broadly refers to the system of teaching (1) knowledge, skills, and attitudes of the art and science of managing organizations successfully, (2) ways of managing effects from various external forces, (3) ways of managing organizational impacts on the planet and people, and (4) the characteristics, duties and responsibilities, competencies, careers, and career development of various managers who manage organizations (Opatha and Amaratunge, 2021). Any nation does need organizations which do need right managers who are mainly developed by ME. Continually and essentially organizations need employees including managers as no "employee-less" organizations can be seen even in a highly advanced high-tech economy where growing electronic power is replacing the manpower (Opatha and Ismail, 2001). Advances in technology do need an increased number of educated personnel. ME is indispensable for the nation as it deals with creating, maintaining, and enhancing a pool of generalized and specialized managerial personnel who are essential to successfully manage various organizations which produce various goods and services needed by people to meet various needs and wants (Opatha and Amaratunge, 2021). MD occurs at bachelor's, master's, and doctoral levels in universities. As far as Sri Lankan state universities are concerned, all universities actively engage in ME and offer OB at least at bachelor's level. It was empirically found by a Sri Lankan study (Opatha, 2019[1]) that human behaviour or OB is an essential course for a Bachelor's Degree in HRM. Most of the universities offer master's degrees in Management, Business Administration, or a related area and it is possible to observe that OB is being offered as a postgraduate subject or course.

Once OB had an identity crisis but currently is a well-established subject (Luthans, 1985), particularly in ME. OB needs to be an essential course for any degree in Management or Business Administration as well as other related degrees (Accountancy, Finance, Marketing, Operations, etc). It is a compulsory course for degrees specializing in HRM. Why? OB is useful for every student who expects to become an employee in an organization because every

employee has to know how to behave correctly. Also, he or she must know how to work with other people to achieve organizational goals because works are done through relationships and proper interactions. Ideally students of ME are supposed to be future managers who are responsible for getting things done through other people. An understanding of OB is a perspective that provides a set of insights and tools that all managers can use to carry out their jobs more effectively (Moorhead and Griffin, 2009). It was empirically found by a comprehensive study (Arulrajah and Opatha, 2010) that interpersonal skills and leadership skills are two top skills needed for key HRM jobs in Sri Lanka including Director-HRM, Group HR Manager, Head of HR, HR Manager, HR Executive, Training Manager, and Recruitment Manager. Refer to Exhibit 5 for understanding OB related competencies to be acquired by a management student to succeed in future when managing work, organizations, and people at work.

Exhibit 5. OB Related Competencies for a Successful Manager

In order to be a successful manager, one must be:

1. A person who can understand **individual differences** of people in terms of personality, abilities and values. Consequently this understanding is useful to build and develop virtues such as patience, tolerance, respect, caring while minimizing or eradicating vices such as anger, retaliation, reprobation, and hostility which will lead to development of good relationships with people,
2. A person who possesses right **attitudes** such as job satisfaction, organizational commitment, job involvement and citizenship behaviour and who can contribute positively to develop such right attitudes within subordinates,
3. A person who has right **perceptual skills** in order to see the reality and make appropriate decisions,
4. A person who has the ability to **motivate** subordinates to work hard, to sustain a pace of hard work, and to direct their behaviour toward important goals,
5. A person who is good at **interpersonal communication**,
6. A person who can minimize the occurrence of dysfunctional **conflicts at work** and has ability to settle conflicts,
7. A person who has right **negotiation** skills for mutual gain,
8. A person who can be a right **leader**,
9. A person who can understand **group dynamics**, work as a good team member, and manage formal and informal teams effectively,
10. A person who can improve **power** base and manage **political behaviour**,
11. A person who can develop a right **organizational structure** and work with it,
12. A person who can understand **organization culture** and can develop a high performance and ethical culture, and
13. A person who can engage in **change management** successfully.

Sound study of OB will enable a person to acquire knowledge and skills in respect of the above aspects (which are in bold).

Source: Opatha (2015)

A take of all the 13 items, which present OB competencies for a student to acquire and enhance in order to succeed in managing when he or she will be employed as a manager or a managerial professional in an organization or start his or her own business that employs people, results in a concept called **13 A's of OB Competencies**. Thirteen A's of OB Competencies is introduced in this paper.

Appropriate and adequate teaching of OB is indispensable in order to realize the expected benefits of reading for an OB course. The relevant academic or lecturer must be a right person to ensure high quality and quantity of teaching. Lecturer competence and lecturing behaviour were found to be two major determinants of student satisfaction of lecturing (Opatha, 2020). Use of applications in OB as a teaching method is strongly suggested. Applications include student-involvement exercises to complement the traditional lecture method, and they tie the theory of a subject with a practical situation, thereby increasing the likelihood of the material being learned and understood (Adapted from Kelley and Whatley, 1981). Simply OB applications allow learners to utilize OB theory into practice, and they offer opportunities for learning experience and they attempt basically to increase analytical and operational problem-solving skills (Adapted from Opatha, 2003[2]). Examples of some applications include cases, project Ideas, vignettes, skill Builders or skill building exercises, practical Illustrations, and critical Incidents (Opatha, 2021[1]).

Concluding Remarks

In terms of research methodology, the paper was written in the way that is non-scientific and non-traditional. A kind of innovative methodological approach was adapted. There were six research objectives corresponding to or deriving from the six research questions formulated. The first objective one was: "To present definitions of OB given by various appropriately qualified authors, make a brief descriptive analysis about the definitions, and assert the general meaning of OB.". 14 definitions directly given by the relevant authors of 14 textbooks which were readily and physically available to the author of this research paper were presented. Further, implied definitions from the writings made by the relevant authors of 2 textbooks were presented. A careful examination of the definitions studied resulted in a finding that almost all definitions have some similarity and are not significantly different. It was found that each definition includes studying human behaviour in organizations. The focus of majority of definitions is studying three major components such as individuals, groups, and organizational variables. Basically, OB is studying systematically individuals, groups, and organizational variables which determine organizational effectiveness and it aims at improving organizational effectiveness. A general conclusion that is given by these findings is that the meaning of the subject *OB* is not disputable but is agreeable or generally agreed upon. Further, the descriptive analysis of the content of the definitions yielded a list of 14 characteristics which are distinctly separate with regard to the subject of OB.

The second research objective was: "To ascertain whether OB is a part of HRM". The utilized literature was instrumental to come to a conclusion that OB is a part of HRM. Acquired right and sufficient knowledge of OB concepts, theories, and tools allows managers to generate, improve, and change appropriately work behaviours of employees so that they contribute to achieve common organizational goals. Hence, OB contributes to HRM positively and significantly. The third research objective was: "To explore and describe how OB distinctly differs from HRM". It was found that though OB and HRM are related, they are two distinct fields to be taught and learnt. Clearly it was conclusive that OB is recognizably different in various forms (at least in five forms or bases) from HRM.

The fourth objective of this research paper was: "To explore and describe how OB relates or becomes a synonym to subjects such as Industrial Psychology, Organizational Psychology, and Work Psychology". OB and IP seem to have created and maintained as subjects with different identities. It was found that IP, OP, and WP are the same and IP and OP are alternative names for WP. Furthermore, it was found that IP is related to OB and HRM because they are overlapping in terms of some topics. It was revealed that OB becomes partially a synonym to subjects such as IP, OP, and WP. An implication is that a Specialized Degree in HRM can have OB and IP or WP as two courses taught in two semesters (usually first OB and then IP) in the curriculum.

"To explore and describe how OB relates to Human Relations" is the fifth objective of this research paper. It was found that OB relates to HR as there is an overlapping nature in the both subjects. However, it is not possible to conclude that HR is a synonym to OB because HR has some topics which do not become usual OB topics and further it does not have organizational level topics (at least as per DuBrin, 2015). Thus, the conclusion is that OB and HR are not exactly alike; can be distinguishable. An implication is that a subject or a course named as HR can exist in the curriculum of a Management Degree, particularly a Specialized Degree in HRM in addition to OB. Final objective was: "To argue that OB should be an essential subject in Management Education". It was reasonably argued that OB should be an essential subject in Management Education. An implication of this finding is that every student who reads for a Management-related Degree will have to study OB as a course.

Hopefully the definitions presented in this paper, their descriptive brief analyses, resultant 14 characteristics, and logical answers given for other research questions have a significant contribution to the enhancement of the existing body of knowledge of OB locally as well as internationally. The answers given in this paper are clearly not the only answers, and I do not claim that they are definitively the best answers. However, I believe that they may be useful for teaching and learning at least in a developing country context.

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