102
Organizational Behaviour

(Compulsory Generic Core Course) - 3 Credits (Syllabus Pg. No. 35)

Unit 1 Fundamentals of OB

- Evolution of management thought, five functions of management,

- Definition, scope and importance of OB, Relationship between OB and the individual

- Evolution of OB, Models of OB (Autocratic, Custodial, Supportive, Collegial & SOBC), Limitations of OB. Values, Attitudes and Emotions

- Definition and Concept of Emotions, Emotional Intelligence - Fundamentals of Emotional Intelligence, The Emotional Competence Framework, Benefits of Emotional Intelligence , difference between EQ and IQ.

- Personality & Attitude: Definition Personality, importance of personality in Performance, The Myers-Briggs Type Indicator and The Big Five personality model, Johari Window , Transaction Analysis , Definition Attitude Importance of attitude in an organization

- Right Attitude, Components of attitude, Relationship between behavior and attitude

Evolution of management thought

- Management is considered as the significant feature of economic life of mankind throughout ages.

- Management thought is regarded as an evolutionary concept. It has developed along with it and in line with social, cultural, economic and scientific institutions.

- Management thought has its origin in ancient times. It is developed along with other socio economic development. The contributors to management theory include management philosophers, management practitioners, and scholars.

- Modern management is based on the strong foundation laid down by the management thinkers from the past events.

What Does Management Thought Means?

Management thought refers to the theory that guides management of people in the organization. Initially management theories were developed out of the practical experience of the managers in the industrial organization. Later on, managers borrowed ideas from several other fields of study like science, sociology, anthropology, etc.

To understand the entire concept of evolution of the management thought, the topic is divided into 4 major stages, which are as follows:

- Pre-scientific management period
- Classical theory
- Neo-classical theory (or behavior approach)
- Bureaucratic Model of Max Weber

Pre-scientific management period

- As the industrial revolution occurred in the 18th century, there was a huge impact on management. The scenario changed the method of raising capitals, organizing labor, and goods' production for the individuals and businesses.

- Entrepreneurs then had access to production factors like land, labor, and capital. The final step was only to make some effort to combine these factors to achieve the target successfully.

- But, after the industrial revolution, the newer dimension taken by management is because of the involvement of certain notable personalities who introduced some effective ideas and approaches for giving management an acceptable and precise direction.

- **Professor Charles Babbage of United Kingdom (1729 to 1871)**
Prof. Babbage was a renowned Mathematics professor at Cambridge University. He discovered that manufacturers rely on guessing and suggesting and advised them for utilizing science and mathematics to be more productive and accurate.

- **Robert Owens of United Kingdom (1771 to 1858)**
Sir Robert is often regarded as personnel management's father as his approach focuses on employee welfare. He also introduced cooperation and trade unions. He mainly believed that employee welfare might determine the performance to a larger extent. Sir Robert also encouraged the workers' training, children's education, ensuring canteens in the workplaces, shorter working durations, and others.

The Classical Theory

- Robert Owens, Charles Babbage, and other prominent personalities are regarded as management's pioneers. However, their contribution to the evolution of management is lower. Further, by the last decade of the 19th century, the science of management began, and with it, some professionals like H. L. Grant, F. W. Taylor, Emerson, and others entered for the establishment of scientific management.

- Further, during the classical period, management thought focused on standardization, job content, labor division, and scientific approaches for the organization. It also related closely to the industrial revolution and the rise of large-scale enterprises.

The Neo-Classical Theory

This duration of the evolution of management thought is a better version of classical theory. It is a modified version of classical theory with several improvements. The classical theory focused mainly on the areas of job including physical resources and their management, but Neoclassical theory focuses on employee relationships in the work ecosystem.

The Bureaucratic Model

Max Weber, a German sociologist, proposed the bureaucratic model. This includes a system of labor division, rules, authority hierarchy, and employees' placement based on their technical capabilities.

Five functions of management

- **"Management is a set of principles relating to the functions of planning, organizing, directing, and controlling, and the applications of these principles in harnessing physical, financial, human, and informational resources efficiently and effectively to achieve organizational goals".**

- Management is essential for an organized life and necessary to run all types of organizations. Managing life means getting things done to achieve life's objectives and managing an organization means getting things done with and through other people to achieve its objectives.

Five functions of management

1. Planning

- Planning is future-oriented and determines an organization's direction. It is a rational and systematic way of making decisions today that will affect the future of the company. It is a kind of organized foresight as well as corrective hindsight. It involves predicting of the future as well as attempting to control the events. It involves the ability to foresee the effects of current actions in the long run in the future.

- Peter Drucker has defined planning as follows:

"Planning is the continuous process of making present entrepreneurial decisions systematically and with best possible knowledge of their futurity, organizing systematically the efforts needed to carry out these decisions and measuring the results of these decisions against the expectations through organized and systematic feedback".

2. Organizing

- Organizing requires a formal structure of authority and the direction and flow of such authority through which work subdivisions are defined, arranged and coordinated so that each part relates to the other part in a united and coherent manner so as to attain the prescribed objectives.

- According to <u>Henry Fayol</u>, *"To organize a business is to provide it with everything useful or its functioning i.e. raw material, tools, capital and personnel's"*.

- Thus the function <u>of organizing</u> involves the determination of activities that need to be done in order to reach the company goals, assigning these activities to the proper personnel, and delegating the necessary authority to carry out these activities in a coordinated and cohesive manner.

3. Staffing

- Staffing is the function of hiring and retaining a suitable work-force for the enterprise both at managerial as well as non-managerial levels. It involves the process of recruiting, training, developing, compensating and evaluating employees and maintaining this workforce with proper incentives and motivations. Since the human element is the most vital factor in the process of management, it is important to recruit the right personnel.

- According to Kootz & O'Donnell, *"Managerial function of staffing involves managing the organization structure through the proper and effective selection, appraisal & development of personnel to fill the roles designed in the structure"*.

4. Directing

- The directing function is concerned with <u>leadership</u>, <u>communication</u>, <u>motivation</u>, and supervision so that the employees perform their activities in the most efficient manner possible, in order to achieve the desired goals.

- The **<u>leadership</u>** element involves issuing of instructions and guiding the subordinates about procedures and methods.

- The **<u>communication</u>** must be open both ways so that the information can be passed on to the subordinates and the feedback received from them.

- **<u>Motivation</u>** is very important since highly motivated people show excellent performance with less direction from superiors.

- **Supervising** subordinates would lead to continuous progress reports as well as assure the superiors that the directions are being properly carried out.

5. Controlling

- The <u>function of control</u> consists of those activities that are undertaken to ensure that the events do not deviate from the pre-arranged plans. The activities consist of establishing standards for work performance, measuring performance and comparing it to these set standards and taking corrective actions as and when needed, to correct any deviations.

- According to Koontz & O'Donnell, *"Controlling is the measurement & correction of performance activities of subordinates in order to make sure that the enterprise objectives and plans desired to obtain them as being accomplished".*

The controlling function involves:

a. Establishment of standard performance.

b. Measurement of actual performance.

c. Measuring actual performance with the pre-determined standard and finding out the deviations.

Definition, scope and importance of OB

- Organizational Behavior (OB) is the study of the way people interact within groups. Normally this study is applied in an attempt to create more efficient business organizations. The central idea of the study of organizational behavior is that a scientific approach can be applied to the management of workers.

CONCEPT OF OB

- **Organizational behavior (OB)** 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.

- Organizational Behaviour is concerned with the understanding, prediction and control of human behaviour in organizations.

- OB is the study of what people do in an organization and how their behavior affects the organization's performance.

WHY STUDY OB

- **INCREASED KNOWLEDGE:** People at work,Understand,Predict & Manage behavior.

- **PERSONAL GROWTH :** Self knowledge, Insight, Advancement in career

- **PRACTICAL APPLICATIONS**: Leadership, Problem solving, Working in groups, Performance management, organisation structure

- 1.It builds better relationship by achieving people, organizational, and social objectives.

2.It covers a wide array of human resource like Behavior, training and development, change management, leadership, teams etc.

3.It brings coordination which is the essence of management.

4. It improves goodwill of the organization.

5. It helps to achieve objectives quickly.

6. It makes optimum utilization of resources.

7. It facilitates motivation.

8. It leads to higher efficiency.

9. It improves relations in the organization.

10. It is multidisciplinary in the sense that applies different techniques, methods, and theories to evaluate the performances.

FOUNDATIONS OF OB

NATURE OF PEOPLE

- **Individual differences:** basic premise that assumes every person is different

- **Perception:** unique way in which each person senses sees organizes and interprets things

- **Causation of human behavior: Individual's** behavior is the combination of functions of person and the environment

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- **Whole person:** Emotions, sentiments, background and feelings cannot be separated from a person

- **Human dignity:** Work and dignity.

- **Desire for involvement:** Desire drives the people to do something.

- **Value of the person:** Value gives respect and satisfaction to people towards their work.

KEY FORCES AFFECTING ORGANIZATIONAL BEHAVIOR

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There is a complex set of key forces that affect organizational behavior today. These key forces are classified into four areas;

- **People.**
- **Structure.**
- **Technology.**
- **Environment**.

There is an interaction between people, structure, and technology and these elements are influenced by the environment.

SCOPE OF OB

- The scope of OB involves three levels of behaviour in organizations: individuals, groups and structure.

 1. Individual Behaviour

(i) Personality

(ii) Perception

(iii) Values and Attitudes

(iv) Learning

(v) Motivation

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2. Group Behaviour

(i) Work groups and group dynamics

(ii) Dynamics of conflict

(iii) Communication

(iv) Leadership

(v) Morale

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3. Organization: Structure, Process and Application

(i) Organizational Climate

(ii) Organizational Culture

(iii) Organizational Change

(iv) Organizational Effectiveness

(v) Organizational Development

MODELS OF OB

- A model is an abstraction of reality, a simplified representation of some real world phenomenon.

- Models are the techniques which help us to understand complex things and ideas in a clear manner.

- Models are frameworks or possible explanations why do people behave as they do at work. There are so many models as many are organizations. Varying results across the organizations are substantially caused by differences in the models of organizational behaviour

1. Autocratic

- The basis of this model is power with a managerial orientation of authority. The employees in turn are oriented towards obedience and dependence on the boss. The employee need that is met is subsistence. The performance result is minimal.
- Autocratic model is the model that depends upon strength, power and formal authority.

2. Custodial

- The basis of this model is economic resources with a managerial orientation of money. The employees in turn are oriented towards security and benefits and dependence on the organization. The employee need that is met is security. The performance result is passive cooperation.

- The custodial model is based around the concept of providing economic security for employees – through wages and other benefits – that will create employee loyalty and motivation.

3. Supportive

- The basis of this model is leadership with a managerial orientation of support. The employees in turn are oriented towards job performance and participation. The employee need that is met is status and recognition. The performance result is awakened drives.

- Unlike the two earlier approaches, the supportive model is focused around aspiring leadership.

4. Collegial

- The basis of this model is partnership with a managerial orientation of teamwork. The employees in turn are oriented towards responsible behavior and self-discipline. The employee need that is met is self-actualization. The performance result is moderate enthusiasm.
- The collegial model is based around teamwork – everybody working as colleagues (hence the name of the model).

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- Although there are four separate models, almost no organization operates exclusively in one. There will usually be a predominate one, with one or more areas over-lapping in the other models.

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- The first model, autocratic, has its roots in the industrial revolution. The managers of this type of organization operate mostly out of McGregor's Theory X.

- The next three models begin to build on McGregor's Theory Y. They have each evolved over a period of time and there is no one best model.

- In addition, the collegial model should not be thought as the last or best model, but the beginning of a new model or paradigm.

	Autocratic	Custodial	Supportive	Collegial
Basis of Model	Power	Economic sources	Leadership	Partnership
Managerial orientation	Authority	Money	Support	Teamwork
Employee orientation	Obedience	Security and benefits	Job performance	Responsible behaviour
Employee Psychological result	Dependence on boss	Dependence on organization	Participation	Self-discipline
Employee needs met	Subsistence	Security	Status and recognition	Self-actualization
Performance result	Minimum	Passive co-operation	Awakened drives	Moderate enthusiasm

HISTORICAL EVOLUTION OF ORGANIZATIONAL BEHAVIOUR

- By looking back at the history of organizational behavioural, you gain a great deal of insight into how the field got to where it is today.

- Three individuals are important who promoted ideas which had major influence in shaping the direction and boundaries of Organizational Behaviour (OB).

- They are: Adam Smith, Charles Babbage and Robert Owen.

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- **Adam Simth,** in his discussion made in "The Wealth of Nations" in 1776, brilliantly argued on the economic advantage that organization and society would reap from the division of labor — called work application in an industry. He illustrated it with the help of an application in an industry.

- He concluded that division of labour raises the productivity by increasing each worker's skill and dexterity by saving time that is commonly lost in changing tasks and by encouraging the creation of labour saving inventions and machinery.

- The result of his theory was seen in 20th century in the form of extensive development of assembly — line production process.

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- **Charles Babbage**, a British mathematics professor, in his book, "On the Economy of machinery and manufacturer" published in 1832 added to Smith's list of the advantage that accrued from division of labor, the following:

- i. It reduces the time needed for learning a job.

- ii. It reduces the waste of material during the learning stage

- iii. It allows for the attainment of high skill levels.

- iv. It allows a more careful matching of people's skills and physical abilities with specific tasks.

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- Babbage also proposed that the economics from specialization should be as relevant to doing mental work as physical labour . This is reflected in industry in the form of specialization in accounting, taxation, marketing and organizational behaviour.

- **Robert Owen**, a Welsh entrepreneur, was one of the first industrialists to recognize how the growing factory system was demeaning workers. He argued that money spent on improving labour was one of the best investments that business executives can make. He argued for regulating hours of work for all, child labour too, public education, company furnished meals at work and business involvement in community projects

Classical Era

- Classical Era It covered the period from 1900 to 1930 approximately when the first general theory of management began to evolve. The major contributors were Fredric Taylor, Henry Fayol, Max Weber, Mary Parker Follett and Chester Barnard.

Behavioural Era

- Behavioural Era "The people side" of organization came into its own during the period known as behavioural era'. This era was marked by human relations movement and widespread application of behavioural research. The era saw two events. The birth of Personnel officer and the Creation of industrial Psychology'.

- The Wages act of 1935 — known to be Magna Carta of labour was passed in the U.S.A. It legitimized the role of trade unions and encouraged rapid growth in union membership which opened new avenues to improve handling labor.

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- This saw that the essence of human relations movement is the belief that the key to higher productivity is in increasing labor satisfaction. Three persons are important who conveyed the message that human relations are most important. They were: Dale Carnegie, Abraham Maslow and Douglas McGregor

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- **Dale Carnegie** through his book 'How to Win Friends And Influence People' conveyed the theme that the way to success was through winning co-operation of others.

- **Maslow** proposed a theoretical hierarchy of five Needs: Physiological, Safety, Social, esteem and self-actualisation. He advocated the need of satisfaction of each before turning to the next one. He believed that self- actualization — that is, achieving one's full potential — was the summit of a human beings existence. Managers who accepted his theory, altered their organizations and management practices

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- **McGregor** is best known for his formulation of two sets of assumptions — known as Theory X and Theory Y. The former assumes that people have little ambition, dislike work, want to avoid responsibility and need to be closely directed to work effectively. The latter assumes that people can exercise self-direction, accept responsibility and consider work to be as natural as rest or play. McGregor believed that theory Y assumptions better captured the true nature of workers and guided management better.

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- **Mayo and Roethlisberger** : Eltan Mayo and F.J. Roethlesberger at Harvard University gave the academic stature of human behaviour at work during 1920 and 1930. They showed keen insight, straight thinking and sociological backgrounds to the industrial experiments at *Western Electric Company Hawthorne plant.* The study developed the concept that an organisation is a social system and the human element is one of the most important elements in it. The experiments showed that worker is not simply a tool but he is a complex personality interacting in a group situation that is hard to deal with and thoroughly misunderstood. Mayo pleaded that collaboration…. cannot be left to chance.'

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- BF Skinner : His research had a significant effect on the design of organizational training programs and reward system. He found that people will most likely engage in desired behaviour if they are rewarded for doing so, These rewards are more effective if they immediately follow the desired response, and behaviour that is not rewarded, or is punished, is less likely to be repeated

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- Fredrick Herzberg work had a lion's contribution. His work sought an answer to a question of what individuals want from their job? He concluded that people want the job. Creation of jobs might not motivate people. If managers want to motivate workers, they should redesign jobs to allow workers to perform more and varied tasks. The current interest in enriching jobs and improving the quality of work- life can be traced to Herzherg's research.

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- Organization Behaviour Today We learn over a period of many years that, organizational behaviour must be studied and applied in a contingency framework. The most popular OB topics for research investigation currently have been connected with theories of motivation and leadership, work design and/or satisfaction. At present, the emphasis should be on refining existing theories, clarifying previous assumptions and identifying relevant contingency variables. The current research essentially reflects maturing of OB as a scientific discipline.

OB AND THE INDIVIDUAL

- People are the main component of any organization that has to be managed.
- Every individual has a personal goal to be achieved.
- Organizations must identify the need spectrum of individuals and take suitable steps for its fulfillment to enable them to perform effectively so that they complete their allotted task in time.

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- Relationship between the workers, with subordinates and superiors should be established based on full understanding and complete faith based on mutual trust so that it is easy to communicate and understand each other's views.

- Work teams and Groups play a vital role in the organization. Individual may have to keep his personal interest aside if it conflicts with team or group goals. It is the team goals, accomplishment of which contribute towards achieving organizational goals. Apart from managing internal workforce, it is also important to manage customers who are the end persons using organization's products or services

PERSONALITY

PERSONALITY

- **Personality & Attitude:** Definition Personality, importance of personality in Performance, The Myers-Briggs Type Indicator and The Big Five personality model, Johari Window , Transaction Analysis , Definition Attitude Importance of attitude in an organization, Right Attitude, Components of attitude, Relationship between behavior and attitude

What is Personality?

Personality

The sum total of ways in which an individual reacts and interacts with others.

Personality Traits

Enduring characteristics that describe an individual's behavior.

Personality Determinants

- Heredity

- Environment

- Situation

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- The term personality is derived from the Latin word "Persona" which means to speak through.

- This Latin term was used to denote the mask, the actors used to wear in ancient Rome and Greece.

- According to Gordon Allport, "Personality is the dynamic organization within the individuals of those psychophysical systems that determine his unique adjustments to his environments

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- Personality is defined as the combination of stable physical, behavioral, and mental characteristics that give individuals their unique identities.

- These characteristics or traits—including how one looks, thinks, acts, and feels—are the product of interacting genetic and environmental influences and are stable over time and across situations and cultures

Myers-Briggs Type Indicator (MBTI)

A personality test that taps four characteristics and classifies people into 1 of 16 personality types.

(https://www.16personalities.com/free-personality-test)

Personality Types

- **Extroverted vs. Introverted (E or I)**

- **Sensing vs. Intuitive (S or N)**

- **Thinking vs. Feeling (T or F)**

- **Judging vs. Perceiving (P or J)**

MBTI TYPES

At the heart of Myers Briggs theory are four preferences. Do you prefer to deal with:

- People and things (Extraversion or "E"), or ideas and information (Introversion or "I").
- Facts and reality (Sensing or "S"), or possibilities and potential (Intuition or "N").
- Logic and truth (Thinking or "T"), or values and relationships (Feeling or "F").
- A lifestyle that is well-structured (Judgment or "J"), or one that goes with the flow (Perception or "P").

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- **Extraversion and Introversion** - The first pair of styles is concerned with the direction of your energy. If you prefer to direct your energy to deal with people, things, situations, or "the outer world", then your preference is for Extraversion. If you prefer to direct your energy to deal with ideas, information, explanations or beliefs, or "the inner world", then your preference is for Introversion.

- **Sensing and Intuition** - The second pair concerns the type of information/things that you process. If you prefer to deal with facts, what you know, to have clarity, or to describe what you see, then your preference is for Sensing. If you prefer to deal with ideas, look into the unknown, to generate new possibilities or to anticipate what isn't obvious, then your preference is for Intuition. The letter N is used for intuition because I has already been allocated to Introversion.

- **Thinking and Feeling** - The third pair reflects your style of decision-making. If you prefer to decide based on objective logic, using an analytic and detached approach, then your preference is for Thinking. If you prefer to decide using values - i.e. based on what or who you believe is important - then your preference is for Feeling.

- **Judgment and Perception** - The final pair describes the type of lifestyle you adopt. If you prefer your life to be planned and well-structured then your preference is for Judging. This is not to be confused with 'Judgmental', which is quite different. If you prefer to go with the flow, to maintain flexibility and respond to things as they arise, then your preference is for Perception.

- When you put these four letters together, you get a personality type code. Having four pairs to choose from means there are sixteen Myers Briggs personality types.

PERSONALITY TYPES KEY

E **Extroverts**
are energized by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.

I **Introverts**
often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.

T **Thinkers**
tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency, and fairness.

F **Feelers**
tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.

S **Sensors**
are realistic people who like to focus on the facts and details, and apply common sense and past experience to come up with practical solutions to problems.

N **Intuitives**
prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.

J **Judgers**
tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.

P **Perceivers**
prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.

INTJ	**INTP**	**ENTJ**	**ENTP**
THE ARCHITECT IMAGINATIVE STRATEGIC PLANNERS	**THE LOGICIAN** INNOVATIVE CURIOUS LOGICAL	**THE COMMANDER** BOLD IMAGINATIVE STRONG-WILLED	**THE DEBATER** SMART CURIOUS INTELLECTUAL
INFJ	**INFP**	**ENFJ**	**ENFP**
THE ADVOCATE QUIET MYSTICAL IDEALIST	**THE MEDIATOR** POETIC KIND ALTRUISTIC	**THE PROTAGONIST** CHARISMATIC INSPIRING NATURAL LEADERS	**THE CAMPAIGNER** ENTHUSIASTIC CREATIVE SOCIABLE
ISTJ	**ISFJ**	**ESTJ**	**ESFJ**
THE LOGISTICIAN PRACTICAL FACT-MINDED RELIABLE	**THE DEFENDER** PROTECTIVE WARM CARING	**THE EXECUTIVE** ORGANIZED PUNCTUAL LEADER	**THE CONSUL** CARING SOCIAL POPULAR
ISTP	**ISFP**	**ESTP**	**ESFP**
THE VIRTUOSO BOLD PRACTICAL EXPERIMENTAL	**THE ADVENTURER** ARTISTIC CHARMING EXPLORERS	**THE ENTREPRENEUR** SMART ENERGETIC PERCEPTIVE	**THE ENTERTAINER** SPONTANEOUS ENERGETIC ENTHUSIASTIC

BIG 5 THEOREY

- Trait theories of personality have long attempted to pin down exactly how many personality traits exist. Earlier theories have suggested a various number of possible traits, including Gordon Allport's list of 4,000 personality traits, Raymond Cattells16 personality factors, and Hans Eysenck's three-factor theory.

- However, many researchers felt that Cattell's theory was too complicated and Eysenck's was too limited in scope. As a result, the five-factor theory emerged to describe the essential traits that serve as the building blocks of personality.

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- Many contemporary personality psychologists believe that there are five basic dimensions of personality, often referred to as the "Big 5" personality traits. The five broad personality traits described by the theory are extraversion (also often spelled extroversion), agreeableness, openness, consc ientiousness, and neuroticism.

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- It is important to note that each of the five personality factors represents a range between two extremes. For example, extraversion represents a continuum between extreme extraversion and extreme introversion. In the real world, most people lie somewhere in between the two polar ends of each dimension.
- These five categories are usually described as follows.

Openness

- This trait features characteristics such as imagination and insight.[1] People who are high in this trait also tend to have a broad range of interests. They are curious about the world and other people and eager to learn new things and enjoy new experiences.

- People who are high in this trait tend to be more adventurous and creative. People low in this trait are often much more traditional and may struggle with abstract thinking.

High
- Very creative
- Open to trying new things
- Focused on tackling new challenges

•Happy to think about abstract concepts

Low
- Dislikes change
- Does not enjoy new things
- Resists new ideas
- Not very imaginative
- Dislikes abstract or theoretical concepts

Conscientiousness

- Standard features of this dimension include high levels of thoughtfulness, good impulse control, and goal-directed behaviors.

- Highly conscientious people tend to be organized and mindful of details. They plan ahead, think about how their behavior affects others, and are mindful of deadlines

High
- Spends time preparing
- Finishes important tasks right away
- Pays attention to detail
- Enjoys having a set schedule

Low
- Dislikes structure and schedules
- Makes messes and doesn't take care of things
- Fails to return things or put them back where they belong
- Procrastinates important tasks
- Fails to complete necessary or assigned tasks

Extraversion

- Extraversion (or extroversion) is characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.

- People who are high in extraversion are outgoing and tend to gain energy in social situations. Being around other people helps them feel energized and excited.

- People who are low in extraversion (or introverted) tend to be more reserved and have less energy to expend in social settings. Social events can feel draining and introverts often require a period of solitude and quiet in order to "recharge."

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High

- Enjoys being the center of attention
- Likes to start conversations
- Enjoys meeting new people
- Has a wide social circle of friends and acquaintances
- Finds it easy to make new friends
- Feels energized when around other people
- Say things before thinking about them

Low

- Prefers solitude
- Feels exhausted when having to socialize a lot
- Finds it difficult to start conversations
- Dislikes making small talk
- Carefully thinks things through before speaking
- Dislikes being the center of attention

Agreeableness

- This personality dimension includes attributes such as trust, altruism, kindness, affection, and other pro social behaviors. People who are high in agreeableness tend to be more cooperative while those low in this trait tend to be more competitive and sometimes even manipulative.

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High

- Has a great deal of interest in other people
- Cares about others
- Feels empathy and concern for other people
- Enjoys helping and contributing to the happiness of other people
- Assists others who are in need of help

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Low

- Takes little interest in others
- Doesn't care about how other people feel
- Has little interest in other people's problems
- Insults and belittles others
- Manipulates others to get what they want

Neuroticism

- Neuroticism is a trait characterized by sadness, moodiness, and emotional instability.[1] Individuals who are high in this trait tend to experience mood swings, anxiety, irritability, and sadness. Those low in this trait tend to be more stable and emotionally resilient.

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High
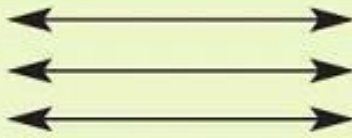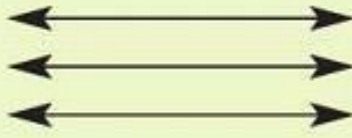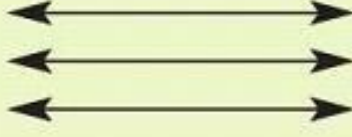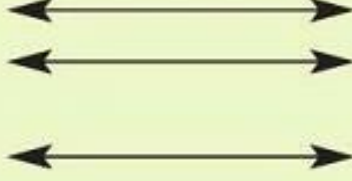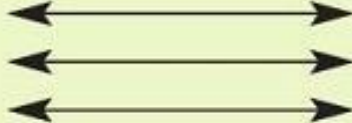
- Experiences a lot of stress
- Worries about many different things
- Gets upset easily
- Experiences dramatic shifts in mood
- Feels anxious
- Struggles to bounce back after stressful events

…

Low

- Emotionally stable
- Deals well with stress
- Rarely feels sad or depressed
- Doesn't worry much
- Is very relaxed

Trait Dimension	Endpoints of the Dimension		
Conscientiousness	Organized Careful Disciplined	← →	Disorganized Careless Impulsive
Agreeableness	Soft-hearted Trusting Helpful	← →	Ruthless Suspicious Uncooperative
Neuroticism (emotional stability vs. instability)	Calm Secure Self-satisfied	← →	Anxious Insecure Self-pitying
Openness	Imaginative Preference for variety Independent	← →	Practical Preference for routine Conforming
Extraversion	Sociable Fun-loving Affectionate	← →	Retiring Sober Reserved

JOHARI WINDOW

- Johari window is a psychological tool to self-assess one's behaviour as well as the relationship with others, through feedback or disclosure.

- It is one of the most effective means of self-analysis by considering the other's perspective to understand oneself in a better way.

- It helps in determining the areas of expertise or strengths, the shortcomings, the scope of development and challenge to be faced

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- The Johari Window model was propounded by Joseph Luft and Harrington Ingham in the year 1955. (Hence the name -JOHARI)

- The model consists of four quadrants, each of which determines a different combination.

- These combinations are a result of facts known or unknown by oneself about himself along with the facts known or unknown to others.

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- To better understand this model, let us go through the following four possible combinations of the Johari Window Model:

- **Arena:** The arena or open area represents everything which is made public or is commonly known oneself and to others too. It includes a person's behaviour, attitude, skills, strengths, weaknesses, etc.
- **Blind Spot:** The area of talent or a specific trait or behaviour of a person which can be positive or negative, known to others; however, the person himself is unaware of it.

- **Facade**: It is a hidden area which is secretly known to the person alone, i.e. his feeling, emotions, ideas, etc., while others are unaware of it.
- **Unknown Area**: The area which remains undiscovered by the person himself or herself and also hidden from others, is termed as unknown areas. This area consists of new opportunities and scope for development along with threats and uncertainties.

Use of Johari Window

- Johari window is one of the most useful tools for organizations to become successful and succeed over its competitors. To learn about its other advantages, read below:

- **Self-Awareness**: It acts as a self-analysis tool. Thus, making oneself aware of his strengths, weaknesses, opportunities and threats by considering the views of others too.

- **Cordial Relationships**: It helps to improve the interpersonal relations since everyone gets to know each other in a better way and each focus on self-improvement.

- **İmproves Communication**: Johari window paves the way for open interaction and develops understanding among the managers and the subordinates.

- **Team Development**: Strong team building is difficult if the team members are not familiar with each other. This model enhances the interpersonal relationship among the team members by making each familiar with the others in the team.

- **Personal Development**: It provides scope for betterment since the blind area reveals those unknown facts which are known to others but may have been ignored by the individual himself. These facts are sometimes related to the individual's attitude, habits, behaviour which needs to be mended.
- **Group Dynamics**: The Johari window encourages open conversations and feedback within a group. This enhances group performance and develops a mutual understanding among the group members by eliminating the problem areas and misunderstandings
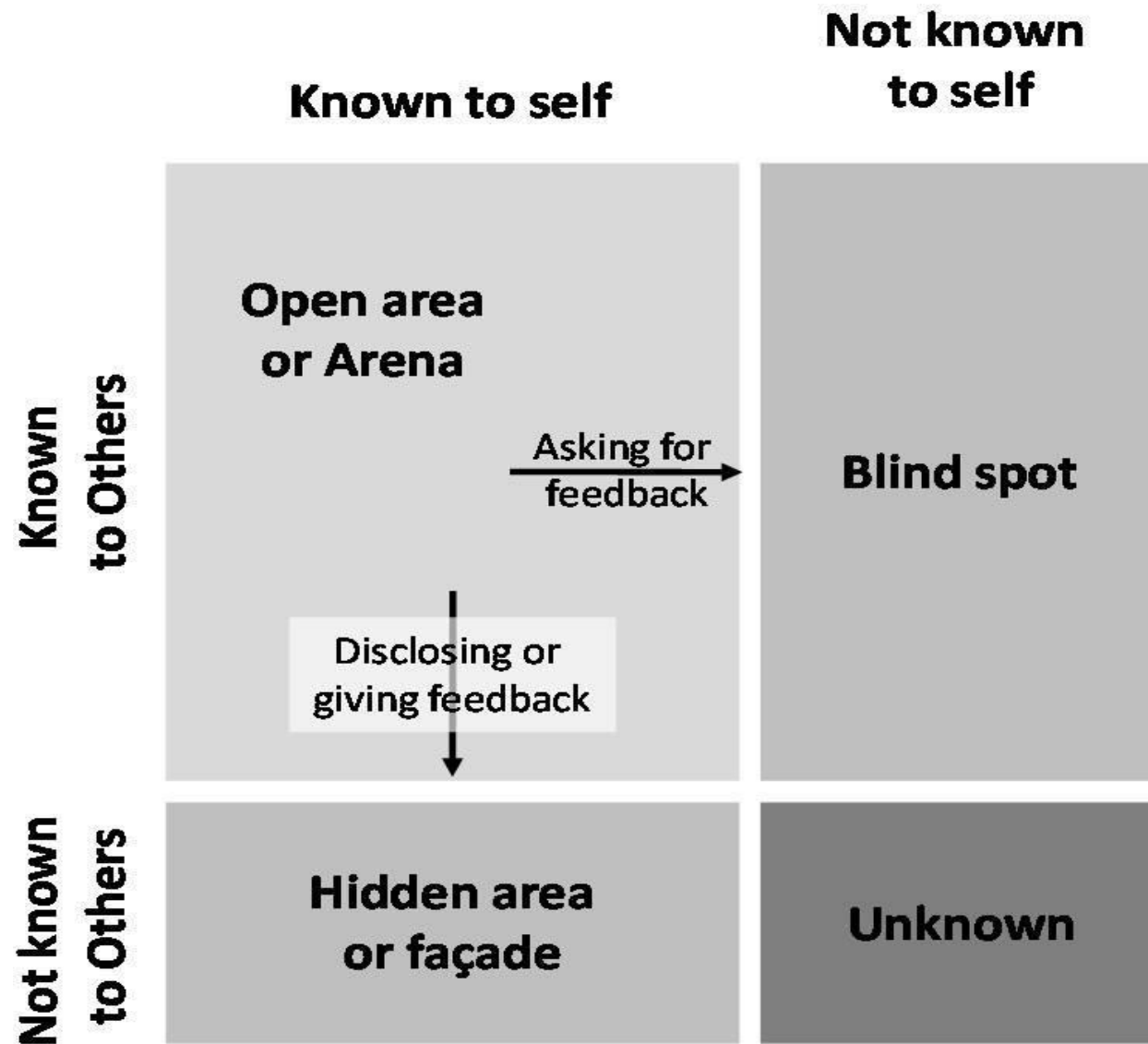
Johari Window model
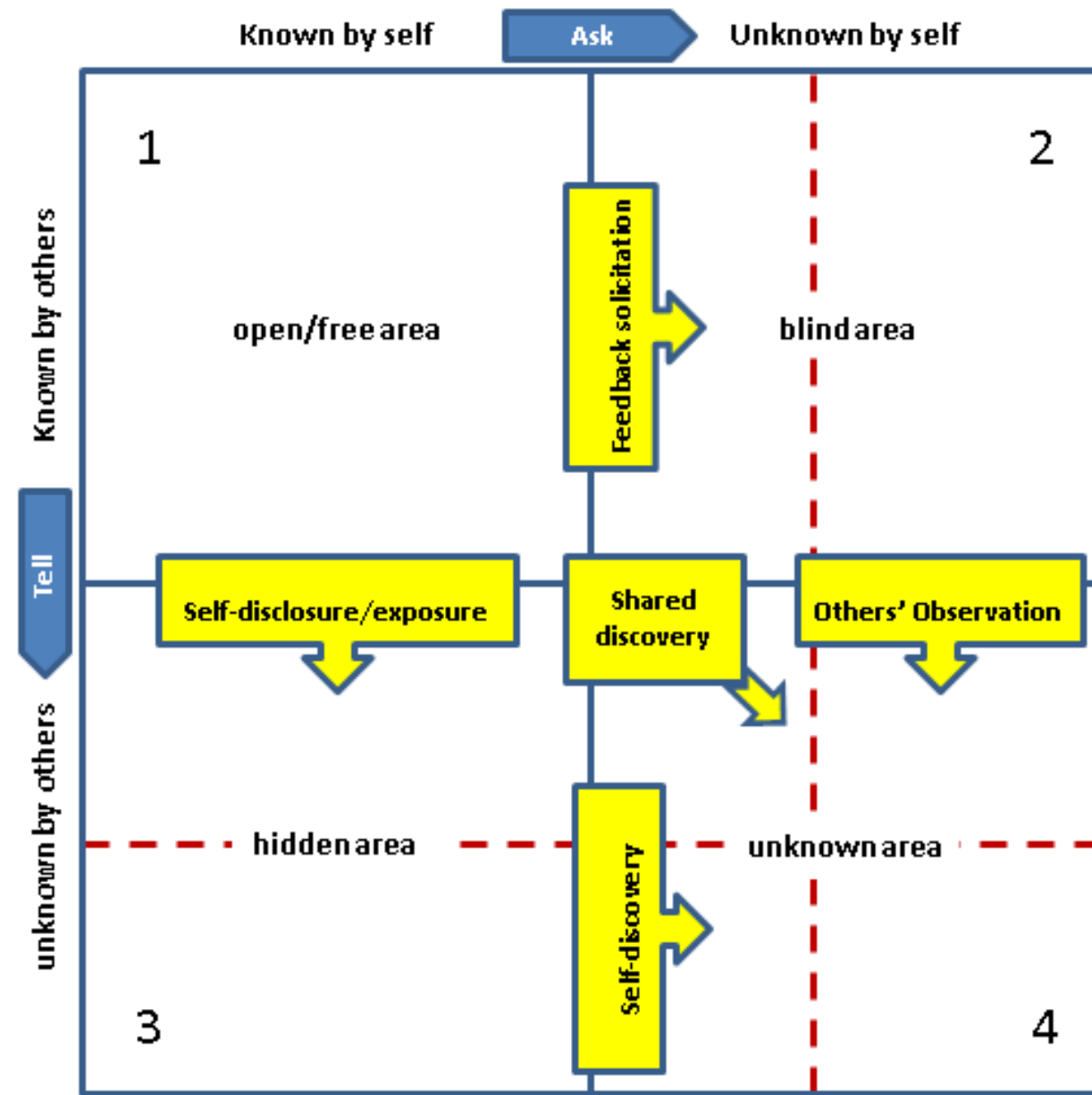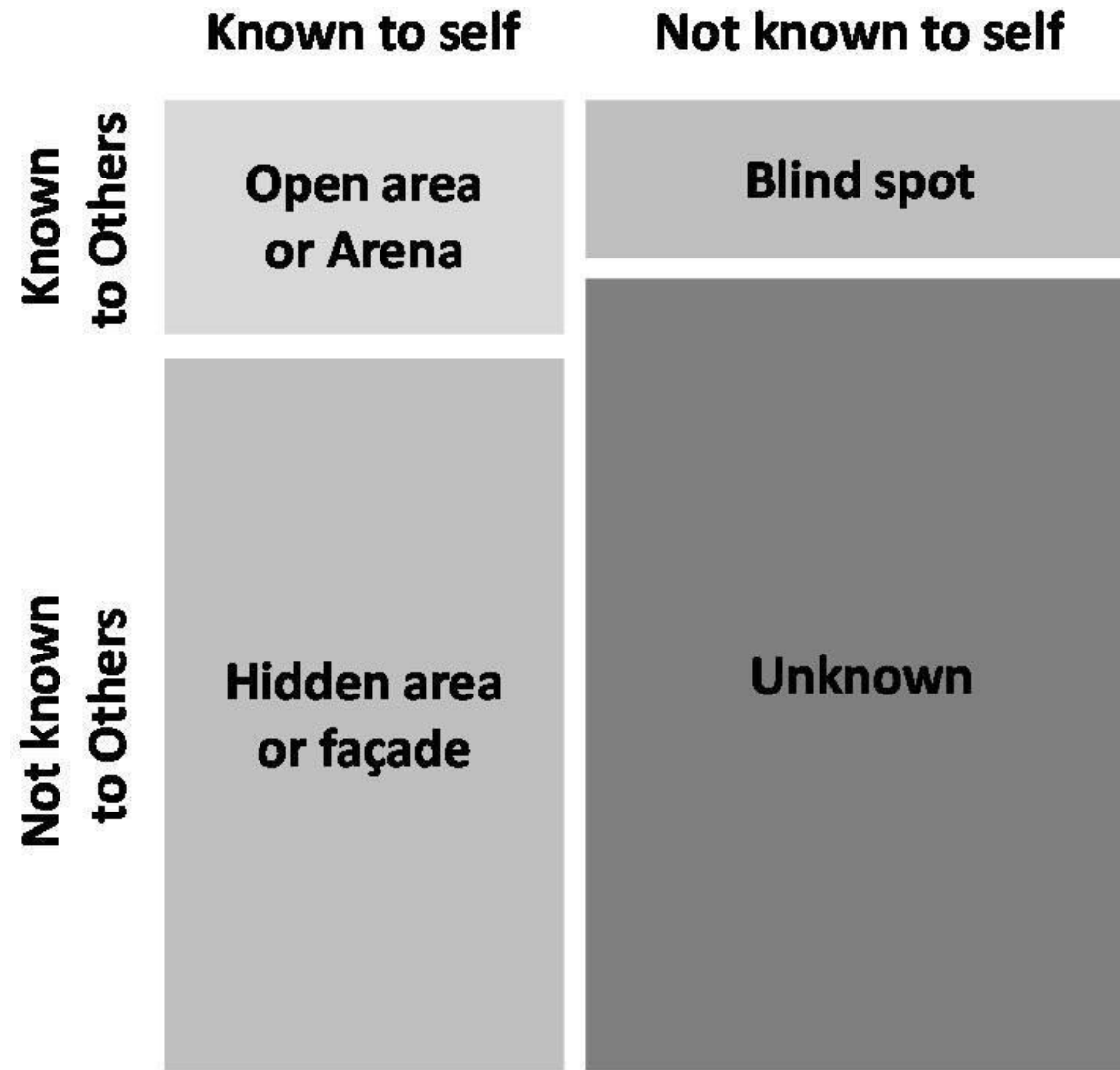
Figure 1

Figure 2

- This Johari Window model diagram is an example of increasing the open area, by reduction of the blind area, which would normally be achieved through the process of asking for and then receiving feedback.
- Feedback develops the open area by reducing the blind area.
- The open area can also be developed through the process of disclosure, which reduces the hidden area.
- The unknown area can be reduced in different ways: by others' observation (which increases the blind area); by self-discovery (which increases the hidden area), or by mutual enlightenment - typically via group experiences and discussion - which increases the open area as the unknown area reduces.

Transactional Analysis

- **Transactional analysis is a theory of personality and a systematic psychotherapy for personal growth and personal change.**

- **TA is a method of understanding communication between people;**

- **T.A. is a system of analysing and understanding human relationships;**

- **Transactional analysis was first developed by an American psychiatrist, Eric Berne, drawing on the theories of psychoanalyst Sigmund Freud.**

- **Theory of personality** – TA gives a picture of how people are structured psychologically. (Ego state model).

- **Theory of communication** – This can be extended to give a method of analyzing systems and organizations.

- **Theory of child development** – The concept of life script explains how our present life patterns originates in childhood.

- **Theory of pathology** – Within the framework of life script, TA develops explanations of how we may continue to replay childhood strategies in grown up life even when these produce results that are self defeating or painful.
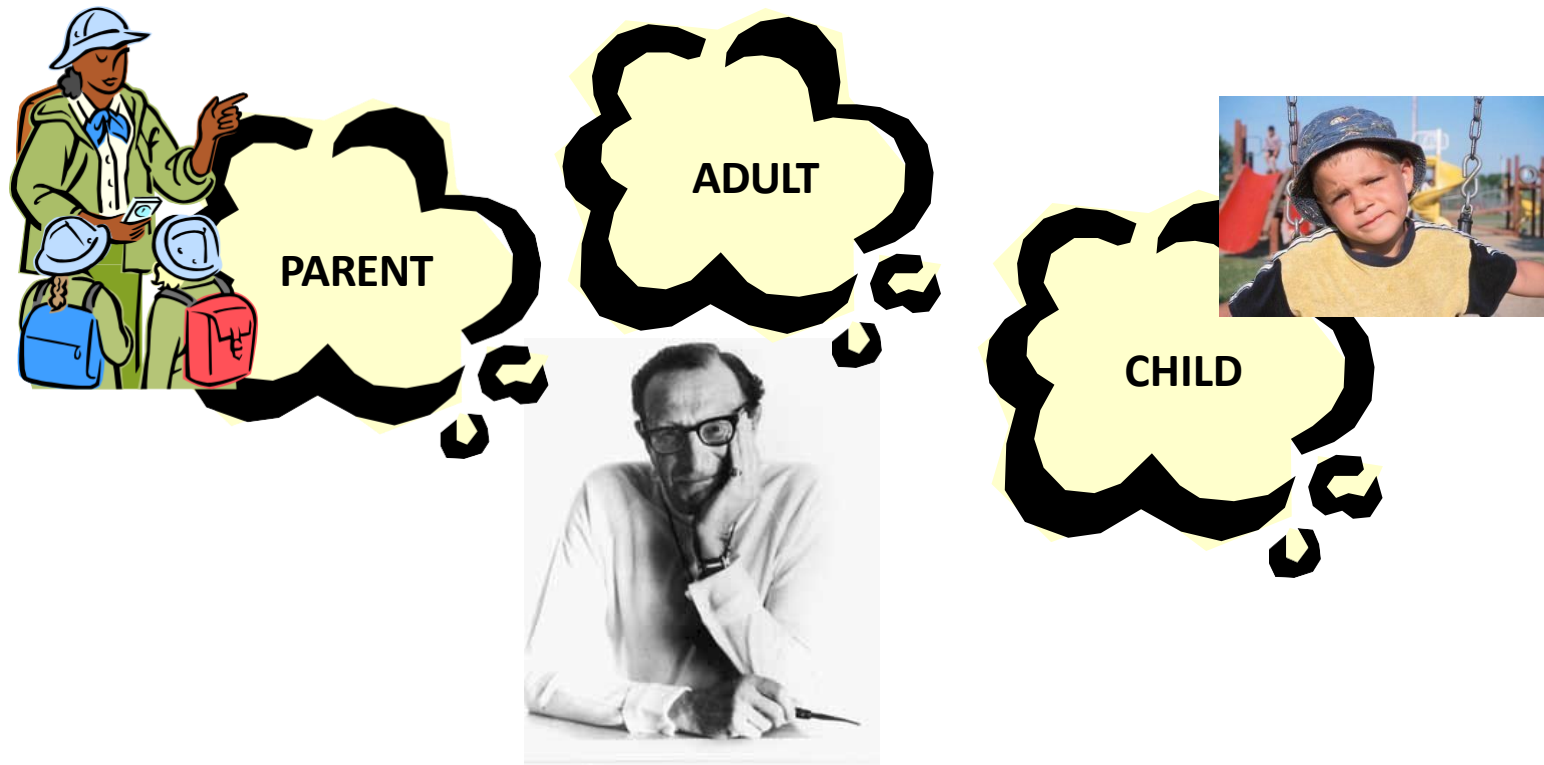
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- <u>Structural Analysis</u> – understanding what is happening and predicting human behavior.
- <u>Transactional Analysis</u> – describing what happens between two or more people.
- <u>Game Analysis</u> – understanding transactions between individuals that lead to bad feelings.
- <u>Script Analysis</u> – understanding the life plan that an individual is following
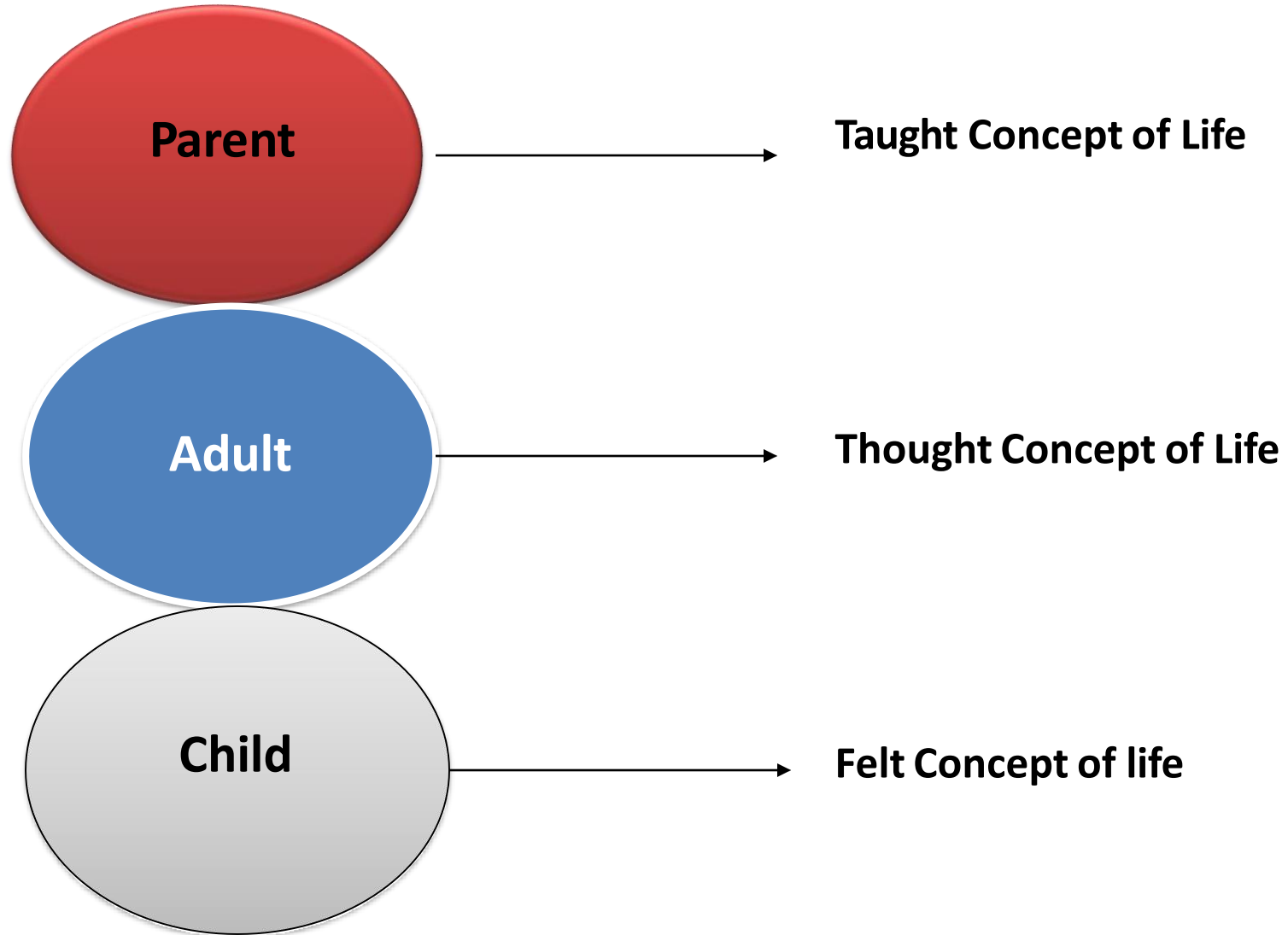
Ego state model

- Ego state: a "consistent pattern of feeling and experience directly related to a corresponding pattern of behavior" (Berne, 1964).

- An ego state is a set of related behaviors, thoughts and feelings.

- It is a way in which we manifest a part of our personality at a given time.

- The model portrays three distinct ego states – Parent, Adult and Child.

- The ego state model is often known alternatively as P-A-C model.

Ego States

- Berne believed that when we interact with other people, our state of mind affects what happens

- He believed that there were three states of mind in all humans, no matter how old they were, called ego states.

PARENT

ADULT

CHILD

The basic Structure of Human Personality

Parent ──────────→ **Taught Concept of Life**

Adult ──────────→ **Thought Concept of Life**

Child ──────────→ **Felt Concept of life**

CHILD EGO STATE

- First to develop.
- The part of the personality characterized by childlike behaviors and feelings.
- Consists of two subdivisions:
  - *the natural (free) child* – *the part of the person that is spontaneous, impulsive, feeling-oriented, and often self-centered and pleasure-loving.*
  - *the adaptive child* – *the compliant part of the personality that conforms to the wishes and demands of parental figures.*
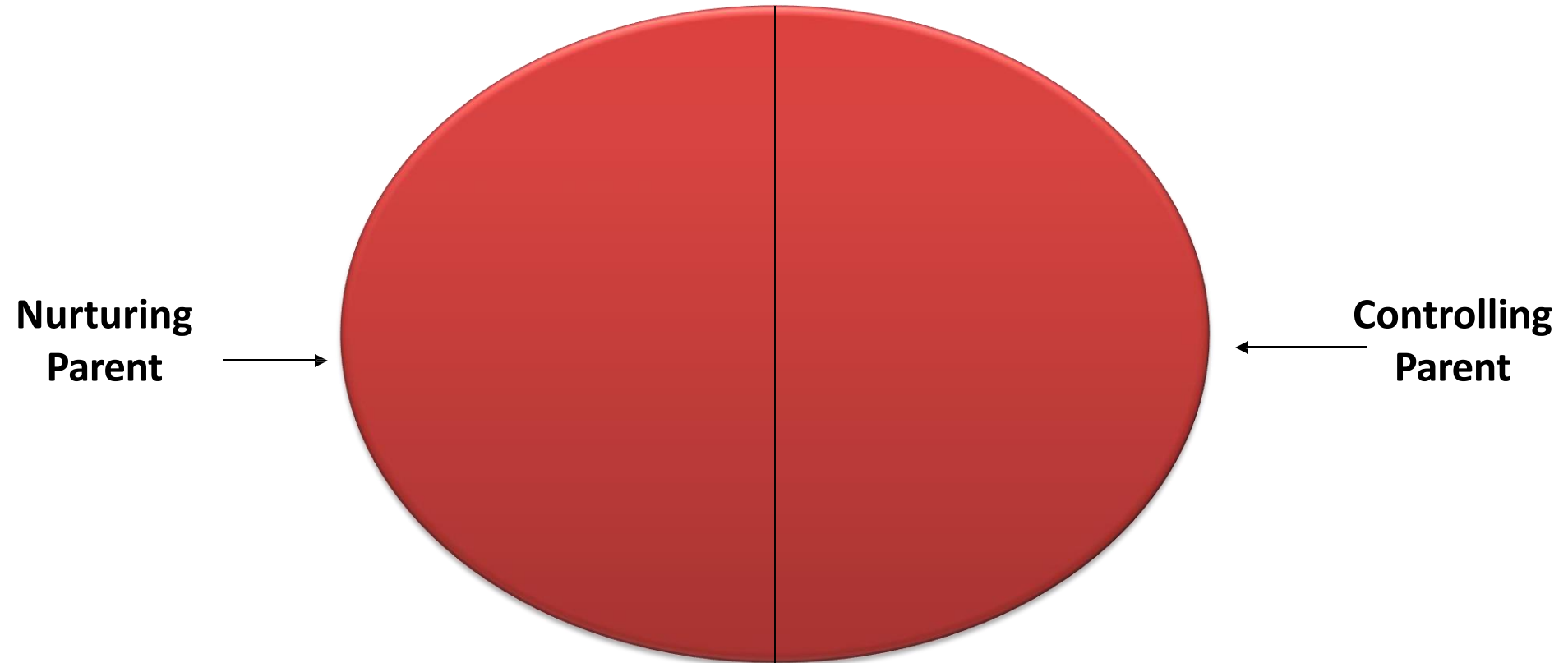
PARENT EGO STATE

- Incorporates the attitudes and behaviors *(dos, shoulds, and oughts)* of parental figures.

- Outwardly expressed through prejudice, criticism, and nurturing behavior.

- Consists of two subdivisions:

  - *the nurturing parent* – *the part of the person that comforts, praises, and aids others.*
  - *the critical parent* – *the part of the person that finds fault, displays prejudices, disapproves, and prevents others from feeling good about themselves.*
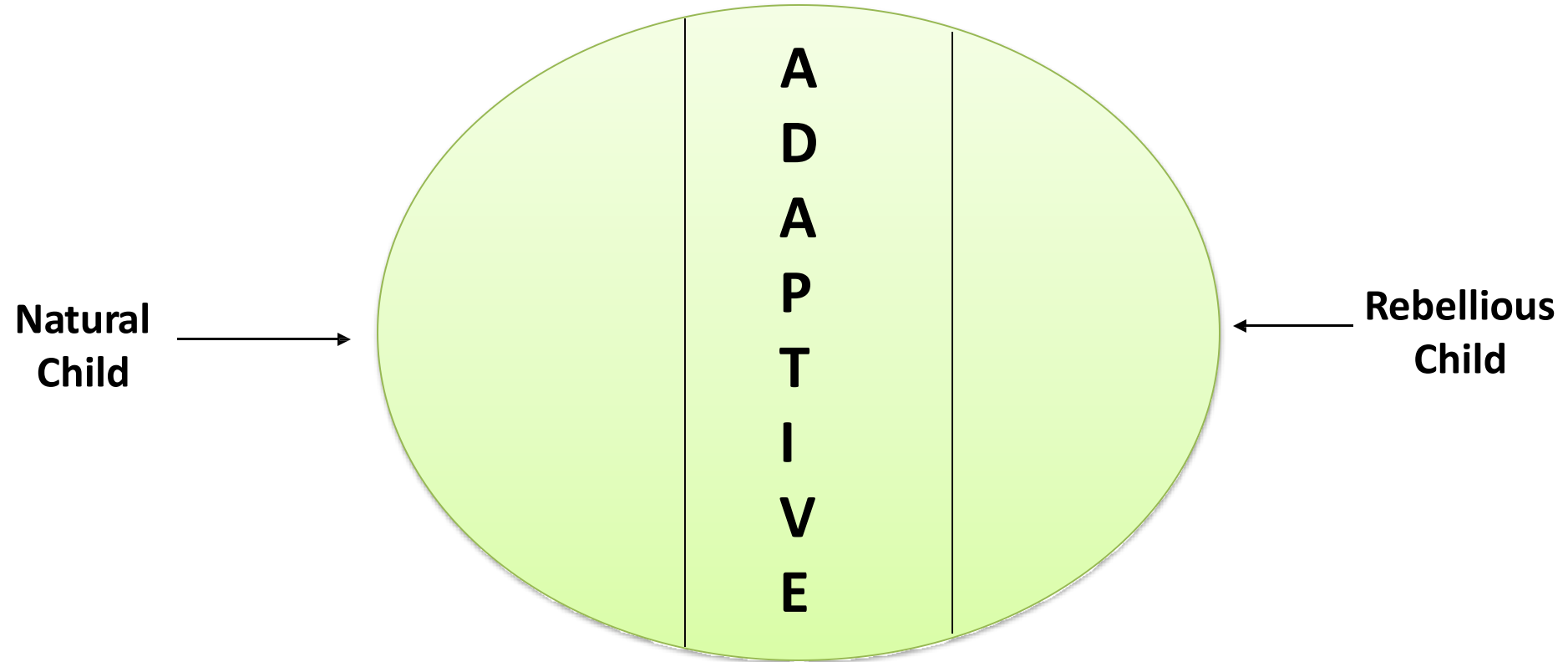
ADULT EGO STATE

- Not subdivided or related to a person's age.
- The objective, thinking, data-gathering part of the person.
- The adult is rational and organized.

The two levels of the Parent ego state

Nurturing Parent →

← **Controlling Parent**

The Three levels of the Child ego state

TA

- A major focus of TA is determining which ego state(s) a person is using.

- The different ego states may operate simultaneously.

- Although TA does not favor one ego state over another, the theory stresses the importance of being able to balance responses when necessary and appropriate.

TRANSACTIONS

- If I am communicating with you, I can choose to address you from any one of my three ego states. You can reply in turn from any one of your ego states.

- This exchange of communication is known as transaction.

- The use of the ego state model to analyze sequences of transactions is referred to as transactional analysis proper.

TA

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STROKES

We communicate with other people by giving **strokes**.

A **stroke** is the basic unit of communication.

A stroke can be:　　a.) positive

　　　　　　　　　　　b.) negative

Strokes are fundamental units of social action.
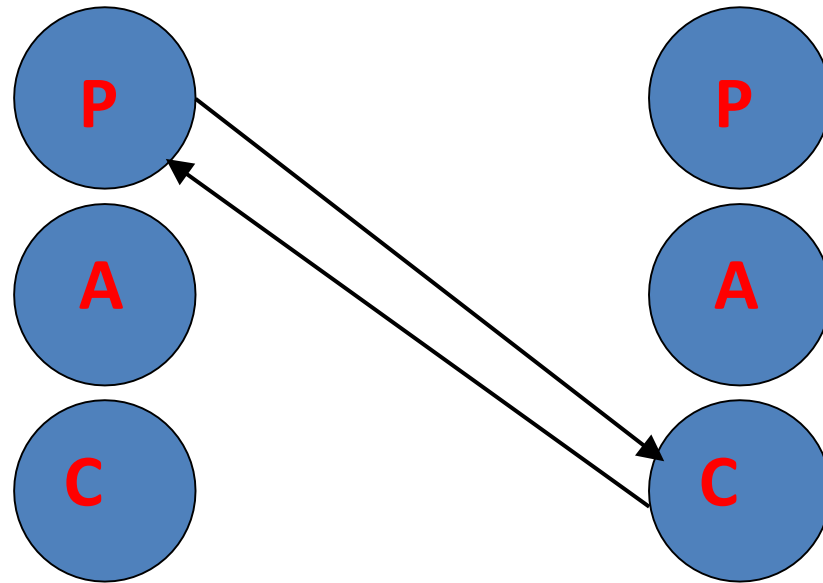
TYPES OF TRANSACTIONS

- May occur on three levels:
  - Complementary Transaction
  - Crossed Transaction
  - Ulterior Transaction

Complementary Transaction

- Both persons are operating from the same ego state (child:child) or from complementary ego states (parent:child or adult:parent).

Crossed Transaction

- An inappropriate ego state is activated, producing an unexpected response.
  - **Crossed transactions hurt.**
  - When they occur, people tend to withdraw from each other or switch topics.

Crossed Transaction

DIRECTOR

"You're three hours late, I want an explanation."

EMPLOYEE

"Oh, didn't you get held up by that accident on the road as well?"
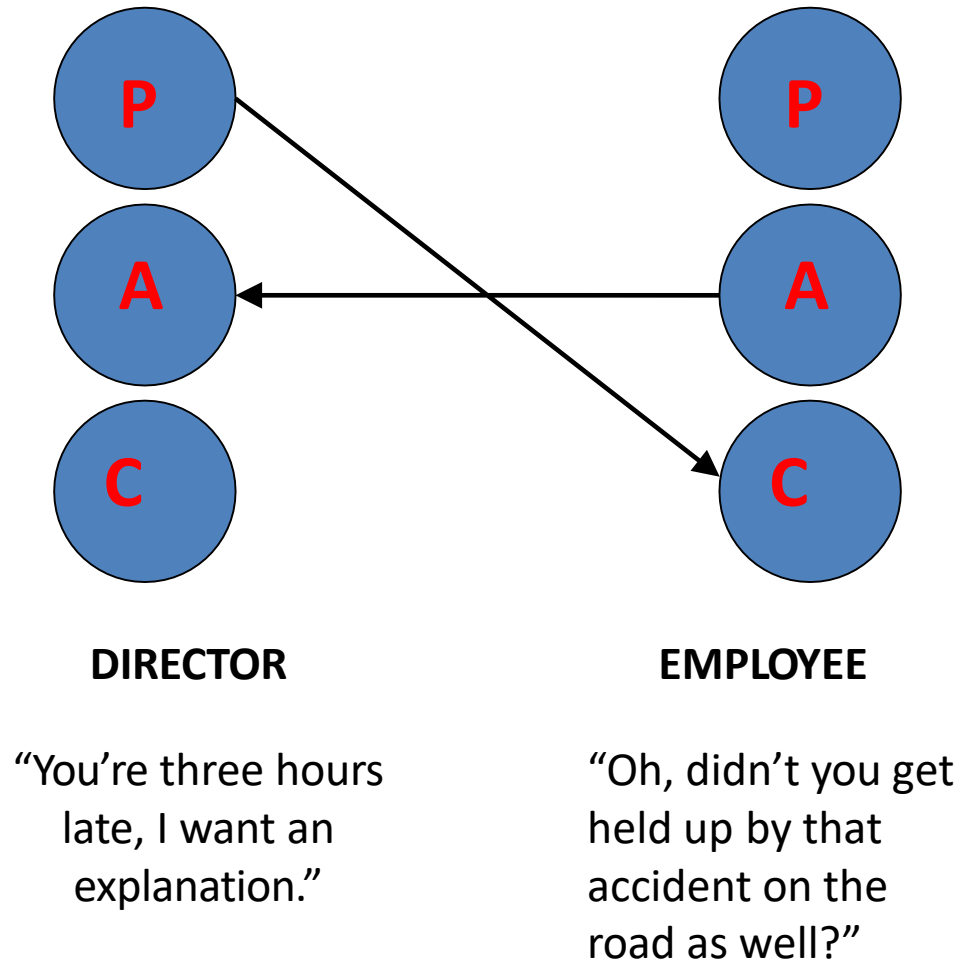
This is a **crossed** transaction because although the manager, **parent** ego state, attempted to address the employee as a **child**, the employee **refuses** this ego state and responds in **adult** ego state to the manager's ego state.

A crossed transaction is any transaction where the person being spoken to **refuses** the ego state they are assigned by the first speaker.

Ulterior Transaction

- One in which two ego states operate simultaneously and one message disguises the other.

- Appear to be complementary and socially acceptable, even though they are not.
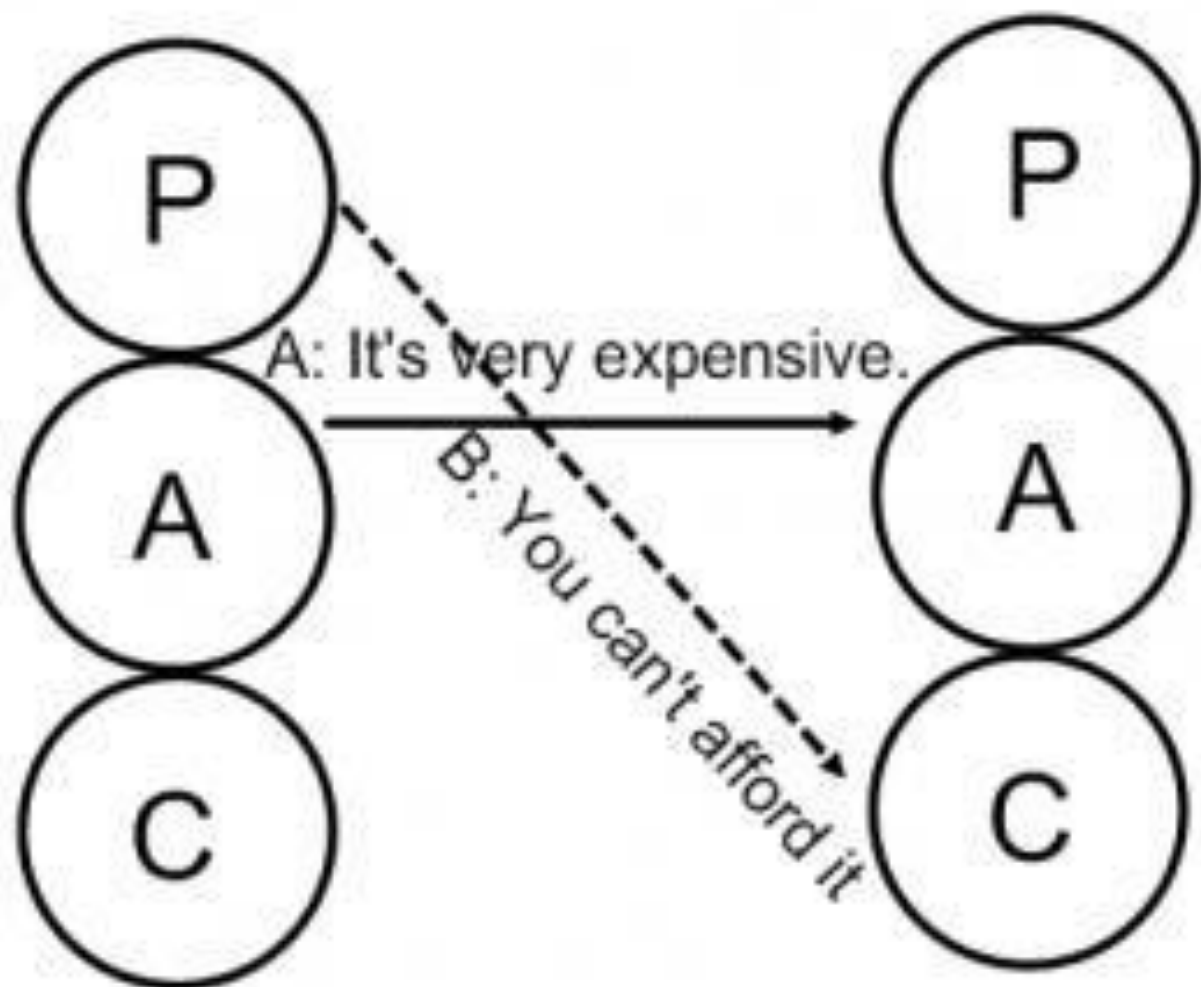
Game Analysis

- Games - Ulteriorly motivated transactions that appear complementary on the surface but end in bad feelings.

- People play games to:
  - Structure time.
  - Achieve recognition.
  - Make others predictable.
  - Prevent intimacy.

- Because intimacy involves risks, games keep people safe from exposing thoughts and feelings.

ATTITUDE

- An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols.

- "..a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor"

- Attitudes represent our feelings or opinions about people, places, and objects, and range from positive to negative.

- The Three Components of Attitudes: Affective, Cognitive, and Behavioral Our overall attitudes toward someone or something are a function of the combined influence of three components:

- **The affective component—"I feel." The affective component of an attitude contains the feelings or emotions one has about a given object or situation. For example,** how do you *feel about people who talk on their cell* phones in restaurants? If you feel annoyed or angry with such people, you are experiencing negative affect or feelings toward people who talk on cell phones in restaurants.

…
- **The cognitive component—"I believe." The cognitive** component **of an attitude reflects the beliefs or ideas one has about an object or situation. What do you _think_** about people who talk on cell phones in restaurants? Your ideas about such behavior represents the cognitive component of your attitude toward people talking on cell phones in restaurants.

….

- **The behavioral component—"I intend." The behavioral** component **refers to how one intends or expects to act toward someone or something. For example, how would** you intend to respond to someone talking on a cell phone during dinner at a restaurant if this individual were sitting in close proximity to you and your guest?

Importance of Attitude

- An expert knows that a positive attitude is necessary for successful completion of a project or an assigned task. Having a positive attitude with positive thinking in the organization will reflect on what employee do and make them a more productive employee.

- Employees with a positive attitude will create a healthy atmosphere in the organization, develop positive relations with sub-ordinates, their supervisors, managers and top management. A positive attitude has significant benefits for an individual in many aspects.

Following are the aspects related to the importance of attitude:

- Career success
- Productivity
- Leadership
- Teamwork
- Decision making
- Motivation
- Interpersonal relations
- Stress management

Right Attitude

- Attitude is often ranked as the most important factor when employers rank criteria that are important to them.

- Attitude is not one of those things that will get you ahead in a career, but it is something that will get you fired. Another way of saying this is that everyone is expected to have the kind of attitude an employer wants or they won't keep their job.

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What does a good attitude mean to an employer? Here's some indicators:

- The willingness to take on new assignments with enthusiasm
- The willingness to do whatever it takes to get the job done without complaining
- A positive receptivity to new directions and initiatives
- A cheerful demeanor
- The ability to see each setback as a challenge and a learning experience

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How you can improve your attitude.

- Be around cheerful people. Cheerfulness is infectious. Being around whiners will just bring you down.

- Make setbacks a learning experience – whenever you have a setback, do a debriefing of the situation. Do this in writing; because when you write it down, it tends to reveal things you wouldn't otherwise see. Then write down what you can learn from this.

- Control your sleep patterns – you want to be able to wake up and be ready to go. A lot of displays of poor attitudes come from being overly tired.

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- Learn everyday.   At the end of each day, ask yourself: "what did I learn today?" Make a list of these things. You'll gradually realize that you really are a lot more receptive to new ideas or assignments because it gives you a chance to build your intellectual capital.

- Become a role model. One of the greatest feelings is to have others look up to you. One way to do this is to demonstrate a can-do approach to every assignment. When others see you as someone who is committed to success, you will start thinking of the model you set for them. And that further reinforces your can do approach.

- logically it is understood that behaviours follow attitude but however an individual's attitudes may not be exhibited by his/her behaviour. psychologists have found that there would be consistency in attitude and behaviour if

1)the attitude is strong and has central position in the attitude system

2)the behavious is not evaluated or watched by an external force

3)there is no external pressure in deciding how to behave and why

4) the person is aware about his/her attitude

5)the person thinks that the behaviour would have a positive consequence then he/she engages in that behaviour

Values, Attitudes and Emotions

- **Values, Attitudes and Emotions:** Introduction, Values, Attitudes, Definition and Concept of Emotions, Emotional Intelligence - Fundamentals of Emotional Intelligence, The Emotional Competence Framework, Benefits of Emotional Intelligence , difference between EQ and IQ.

Values

- Is capital punishment right or wrong?
- If a person likes power, is that good or bad?
- The answers to these questions are value laden.
- Some might argue capital punishment is right because it is an appropriate retribution for crimes such as rape, murder and treason.
- Others might argue, just as strongly, that no government has the right to take anyone's life

VALUES

- Values are abstract ideals that guide one's thinking and behavior across all situations.

- They are strongly influenced by our religious or spiritual beliefs, the values of our parents, experiences during childhood, and events occurring throughout the communities and societies in which we live.

- Managers need to understand an employee's values because they encompass concepts, principles, or activities for which people are willing to work hard.

- All workers need an understanding of values to work effectively with others and manage themselves.

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- In general, values are relatively stable across time and situations. This means that positive employee attitudes and motivation are greatest when the work environment is consistent with employee values.

- Values tend to vary across generations because they are influenced by events occurring during childhood.

- Those who have experienced depression/famine led them to value security and to be conservative with their money.

- They did not like debt, and they were against the use of credit cards.

Work values

- An important objective of research on values has been to study the link between individuals' value priorities and other aspects, such as social experiences and roles.

- Schwartz also adapted his basic values model to a work context, and he defines work values as expressions of basic values in the work setting.

- Like basic values, work values are ordered by their importance as guiding principles for evaluating work outcomes and settings, and for choosing among different work alternatives.

- Work values refer to what a person wants out of work in general, rather than to narrowly defined outcomes of particular jobs.

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- There are four types of work values that Schwartz identifies are intrinsic, extrinsic, social and prestige values.

- Intrinsic values express openness to change values (e.g. the pursuit of autonomy, interest, growth and creativity in work).

- Extrinsic values refer to conservation values (e.g. job security, income).

- Social or interpersonal work values express self-transcendence values (e.g. work as a vehicle for positive social relations or contribution to society).

- The prestige or power values, a type added to the work values research by Schwartz, imply values related to the self-enhancement values (e.g. authority, influence and achievement in work)

Emotions

- The term emotional intelligence was created by two researchers, Peter Salavoy and John Mayer in their article "Emotional Intelligence" in the journal Imagination, Cognition, and Personality in 1990. It was later popularized by Dan Goleman in his 1996 book Emotional Intelligence.

- Salovey and Mayer - "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

- Goleman - "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and others. An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance atwork."

- Reuven Bar-On - "Emotional Intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. "

- Salovey and Mayer view EQ as something you are born with. They believe that people can improve their EQ but it is limited to the amount of EQ they innately have.
- They identify four branches in their conceptual framework. These look at how people identify and control their own emotions and how people's emotions impact others
- Perceiving emotions – identification of emotion in oneself and others
- Emotional facilitation of thought – use of emotions to guide thoughts and judgements
- Understanding and analysing emotions – accurate identification of emotions and understanding the complexity of inter and intrapersonal emotions
- Reflective regulation of emotions – ability to analyse and manage emotions

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- Goleman's model was developed using a compilation of others research. It has not been researched rigorously in scientific circles, but he is widely published, and his work is very easily understood by lay people.[

- Goleman developed a model of 18 competencies within 4 clusters of Self-Awareness, Self-Management, Social Awareness and Relationship Management

	Recognition	**Regulation**
Personal Competence	**Self-Awareness** • Self-confidence • Awareness of your emotional state • Recognizing how your behavior impacts others • Paying attention to how others influence your emotional state	**Self-Management** • Keeping disruptive emotions and impulses in check • Acting in congruence with your values • Handling change flexibly • Pursuing goals and opportunities despite obstacles and setbacks
Social Competence	**Social Awareness** • Picking up on the mood in the room • Caring what others are going through • Hearing what the other person is "really" saying	**Relationship Management** • Getting along well with others • Handling conflict effectively • Clearly expressing ideas/information • Using sensitivity to another person's feeling (empathy) to manage interactions successfully

Framework of EI

- **PERSONAL COMPETENCE** These competencies determine how we manage our lives.
- Self Awareness Knowing one's internal states, preferences, resources, and intuitions
- Emotional Awareness: Recognizing one's emotions and their effects
- Accurate Self-Assessment: Knowing one's strengths and limits
- Self Confidence: A strong sense of self-worth and capabilities

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- Self Regulation Managing one's internal states, impulses and resources
- Self Control: Keeping disruptive emotions and impulses in check
- Trustworthiness: Maintains standards of honesty and integrity
- Conscientiousness: Taking responsibility for personal performance
- Adaptability: Flexibility in handling change
- Innovation: Being comfortable with novel ideas, approaches, and new information

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- Motivation Emotional tendencies that guide or facilitate reaching goals
- Achievement Drive: Striving to improve or meet a standard of excellence
- Commitment: Aligning with the goals of the group or organization
- Initiative: Readiness to act on opportunities
- Optimism: Persistence in pursuing goals despite obstacles and setbacks

- **SOCIAL COMPETENCE** These competencies determine how we handle relationships
- Empathy Awareness of others' feelings, needs, and concerns
- Understanding Others: Seeing others' feelings and perspectives, and taking an active interest in their concerns
- Developing Others: Sensing others' development needs and bolstering their abilities
- Service Orientation: Anticipating, recognizing, and meeting customers' needs
- Leveraging Diversity: Cultivating opportunities through different kinds of people
- Political Awareness: Reading a group's emotional currents and power relationships

…

- Social Skills Adeptness at inducing desirable responses in others
- Influence: Wielding effective tactics for persuasion
- Communication: Listening openly and sending convincing messages
- Conflict management: Negotiating and resolving disagreements
- Leadership: Inspiring and guiding individuals and groups
- Change catalyst: Initiating or managing change
- Building bonds: Nurturing instrumental relationships
- Collaboration and Cooperation: Working with others toward shared goals
- Team Capabilities: Creating group synergy in pursuing collective goals

Benefits of EI

- It allows for better team work

- Better workplace environment

- Easier adjustments

- Greater self-awareness

- Greater self-control

Difference between EI & IQ

- Merriam-Webster defines IQ as "a number used to express the apparent relative intelligence of a person. Determined by either   the   ratio   of   the   mental   age   (as   reported   on   a standardized test) to the chronological age multiplied by 100 - or a score determined by one's   performance   on   a   standardized intelligence   test   relative   to   the   average performance of others of the same age.

Difference Between EI & IQ

IQ

- Intelligence Quotient or IQ is a number obtained from standardized intelligence test, which represents an individual's ability of logical reasoning.

- General Intelligence

- It is an inborn ability.

EQ

- EQ refers to an individual's level of emotional intelligence, which is represented by scores obtained in a standardized test.

- Emotional Intelligence

- It is learned and improved ability.

...

IQ

- Learn, understand and implement knowledge, logical reasoning and abstract thinking.
- Success in school.
- People with high intellect, common sense, mental challenges, etc.
- Stanford-Binet test; Wechsler; Woodcock-Johnson Tests of Cognitive Abilities.

EQ

- Recognize, control and express one's own emotion's, perceive and assess other's emotion's
- Success in life.
- Leaders, Captains, Managers and people with social challenges.
- Mayer-Salovey-Caruso Test (emotion-based problem-solving tasks); Daniel Goleman model Score (based on emotional competencies).