Module-1

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Unit-1: Cognitive Analytics And Social Cognition

Introduction

Another school of thought is cognitive psychology, which looks at the internal workings of consciousness and tries to research the thought processes, memory, and phases of cognitive growth over time. The following are the two main features of the Cognitive Approach that distinguish Cognitive Psychologists from other schools of thought:

- In contrast to the behavioral approach, which focuses on introspection for investigating behavioural patterns, the cognitive approach to psychology strongly relies on scientific methods for behavior analysis.

- Internal mental disorders such as beliefs, impulses, perceptions, and expectations are recognized by cognitive psychologists as having a significant impact on daily behavioral patterns.

The primary aim of cognitive psychology is to learn how humans gain and use knowledge and information in the same way that a computer processor does. The fundamental premise of cognitive theory is that heuristics, algorithms, and insights are used to solve different problems. Memory, attention, interpretation, learning, thinking, language, categorization, and other fields of cognitive psychology study are of particular interest.

Social cognition is a collection of mechanisms ranging from perception to decision-making that underpin the ability to decipher others' motives and behaviors in order to plan acts that are socially and morally appropriate, in addition to person and economic considerations. Its importance in daily life reflects the synaptic complexity of social cognition as well as the prevalence of social cognitive deficiencies in various pathological conditions. The three areas of social cognitive processes are (a) visual processing of social knowledge such as faces and emotional expressions (social perception), (b) grasping others' cognitive or affective states (social comprehension), and (c) preparation activities that take into account the aspirations of others as well as one's own (social decision-making).

1.1.1 Understanding the Self-preliminaries

The self—our sense of personal identity and who we are as individuals—is at the heart of all human behavior. Since understanding self is so important, psychologists have studied it for a long time (James, 1890; Mead, 1934), and it is still one of the most important and researched subjects in social psychology (James, 1890; Mead, 1934). (Dweck & Grant, 2008; Taylor & Sherman, 2008). The basic principles of social psychology—that is, the relationship between individual persons and the people around them (the person-situation interaction)—and the ABCs of social psychology—the affective, behavioral, and cognitive components of the self—are used by social psychologists to conceptualize the self.

The Cognitive Self

Nonhuman animals such as chimps, orangutans, and possibly dolphins have at least a rudimentary sense of self (Boysen & Himes, 1999). We know this as a result

of some fascinating animal studies. Researchers painted a red dot on the foreheads of anesthetized chimps and then put them in a cage with a mirror in one study (Gallup, 1970). When the chimps woke and looked in the mirror, they touched the dot on their own faces, not the dot on the mirror's faces. This behavior indicates that the chimps realized they were looking at themselves rather than other species, implying that they are aware of their own life. Most other mammals, such as dogs, cats, and monkeys, are unaware that they are looking at themselves in a mirror.

Infants with similar red dots drawn on their foreheads recognize themselves in a mirror in the same way that chimps do (Asendorpf, Warkentin, & Baudonnière, 1996). When a child grows, so does his or her understanding of himself or herself. By the age of two, the baby has figured out whether he or she is a boy or a girl. At the age of four, the child's self-descriptions are likely to be focused on physical characteristics such as hair color, and by the age of six, the child has mastered basic emotions and trait concepts, allowing him or her to make statements such as "I am a nice person" (Harter, 1998).

By the time they reach elementary school, children have discovered that they are special individuals who are capable of thinking about and analyzing their own actions. They also begin to be conscious of their social environment, realizing that others are judging and looking at them in the same way that they are judging and looking at others (Doherty, 2009).

The fundamental cognitive part of the self, known as the self-concept, develops in children as they grow. The self-concept is a knowledge representation that includes information about us, such as our beliefs about our personality traits, physical attributes, skills, values, interests, and roles, as well as information about our life as individuals. The self-concept becomes more abstract and complex during childhood and adolescence, and it is organized into a number of different cognitive facets of the self, known as self-schemas. Children have self-schemas about their academic success, appearance, sports and other activities skills, and a variety of other aspects. These self-schemas, in turn, guide and warn their processing of self-relevant knowledge (Harter, 1999), similar to how schemas influence our social cognition in general.

1.1.2 Understanding the Self – T-E-A Model

The three aspects of the T.E.A. Model - thoughts (internal processing), emotions (internal states), and actions (external behaviours), are constantly influencing one another. If we change one, the others will do so as well.

This occurs both within ourselves and among others, implying that we are actively influencing one another - although sometimes unconsciously. We'll look at how we can actively alter each factor for ourselves so that it affects others, as well as how we can change others' thoughts and emotions by modifying our own.

Thoughts - internal processes & beliefs

By learning about the representational systems from which we process all knowledge - what we see, hear, feel, taste, and smell - the VAKOG, we will begin to understand how others think. Examining the meanings of eye movement patterns contributes to this knowledge and understanding. We also investigate the various Meta programmes that others use to process information and interact with the environment,

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allowing us to better understand their beliefs and how they affect the world. We also look at chunking as a filtering technique as well as a way to find an agreement while negotiating or arbitrating.

Emotions - internal states & values

Self-anchoring allows us to have greater control of our own emotional state, giving us more time and energy to focus on the people we're trying to influence. We develop this ability and learn how to influence others' emotional states through anchoring and the use of impact words, which enable us to draw on the values of others.

Actions - external behaviours & words

Rapport - we learn that there are at least four levels of rapport - at the non-verbal level, at the level of tone and para-verbals, at the level of words themselves, and also at the levels of beliefs and values. We learn the skills of matching and mirroring, which enable us to pace and lead others, by extending our awareness of and use of sensory acuity and calibration. We have another method to help us understand others by noting others' postures and movements using The Satir Categories. We can develop our information gathering skills by using questioning techniques.

1.1.3 Models of Understanding The Self – Johari Window

When individuals are in a group, it is important to enhance self-awareness and personal development. The 'Johari' window model is a useful tool for achieving this goal of better understanding and communication among group members. This model was created in 1955 by American psychologists Joseph Luft and Harry Ingham. The concept came about as a result of group dynamics at the University of California, and it was later expanded upon by Joseph Luft. Their first two names were combined to form the name "Johari." This model of self-awareness is also known as the feedback/disclosure model.

The Johari window model is used to improve a person's perception of other people. This model is based on two concepts: trust can be gained by disclosing personal information to others and learning from their feedback. The Johari model uses four quadrants or window panes to reflect each person. In four perspectives, each of the four window panes represents personal information, feelings, motivation, and whether that information is known or unknown to oneself or others.
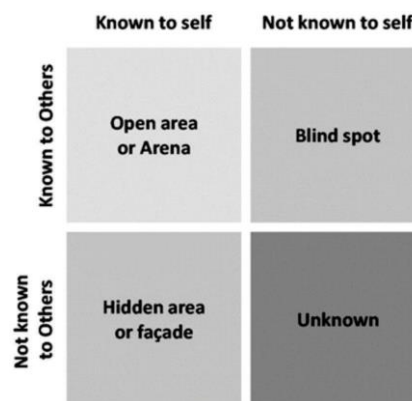
The Johari Window Modle

In this model, the process of conveying and accepting feedback is interpreted. A Johari is depicted by a four-paned common window. Two of these panes represent self, while the other two represent the part of self that is hidden from self but visible to others. Mutual trust, which can be accomplished by socializing and feedback from other members of the group, allows information to flow from one pane to the other.

1. **Open/self-area or arena** – Here, the individual's attitudes, behavior, emotions, opinions, abilities, and perspectives can be known to both the person and others. This is primarily where all communications take place, and the broader the arena, the more effective and dynamic the relationship becomes. The act of understanding and listening to another person's feedback is known as "feedback solicitation." The open area can be increased horizontally in this way, reducing the blind spot. The arena's size can also be increased downwards by exposing one's feelings to another person, thus reducing the hidden and unknown areas.

2. **Blind self or blind spot** – information about yourself that others in the group are aware of but you are unaware of. Others can see you in a different light than you do. By seeking feedback from others, the blind spot is minimized, allowing for more effective communication.

3. **Hidden area or façade** – Information that is known to you but will be kept unknown from others. This could be any sensitive information you're hesitant to share. This involves emotions, past memories, worries, and secrets, among other things. We keep some of our feelings and information confidential because it has an impact on our relationships, so the hidden area must be minimized by transferring the information to open areas.

4. **Unknown area** – The Information which are unaware to yourselves as well as others. This includes knowledge, feelings, skills, and talents, among other things. This may be as a result of painful past encounters or incidents that have gone unnoticed for a long time. Until he discovers his hidden qualities and abilities, or through observation of others, the individual will remain unaware. Open communication is another efficient way to decrease the unknown area and more efficiently communicate.

While all four quadrants are distinct, it is essential to maximize the arena or open area in order to preserve openness and cordial relationships within a team. As a result, the Johari window seeks to enhance interpersonal relationships, behavior, mind-set, and skills within an organization by evaluating the scope of growth on a regular basis.

1.1.4 Models of Understanding the Self – PE Scale

Personal effectiveness is in line with the theory of continuous improvement, which entails constantly working to develop one's current skills and abilities. Goal-setting, personal development and initiative, constructive self-talk, time management, stress management, self-awareness and appraisal, taking responsibility for one's work, and achieving excellence and achievement are all part of personal effectiveness. In comparison to people who are not effective, highly effective people have a greater sense of direction, interact better, are more receptive to criticism, are perceptive and self-aware, have good relationships with others, are able to solve problems and cope with stress, manage their time and energy better, and therefore perform better when faced with difficulties and hardships.

Personal effectiveness is a metric for determining how much of an impact you have on others as an individual. This scale categorizes Personal Effectiveness types in terms of disclosure, openness to feedback, and perceptiveness. Personal effectiveness scale is determined by an individual's willingness to share and connect, self-awareness, feedback processing, and perceptiveness.

This method was created to investigate how people behave and feel when they interact with others.

Self-disclosure (SD): It is a method of communication in which one person discloses personal information to another. This information includes one's likes, dislikes, and favorites, as well as emotions, feelings, hopes, goals, defeats, achievements, fears, and dreams. The areas known as "Arena" and "Closed" in the Johari Window are specifically related to self-disclosure.

Openness to feedback (OTF): If you're open to feedback, you're able to accept negative feedback about yourself or your work without reacting overly emotionally. Feedback is an opportunity to learn. The size of our blind area is determined by whether or not we use feedback. We could reduce our blind area by being open to receiving feedback, thereby expanding our Arena.

Perceptiveness: A perceptive person identifies things easily and has a good understanding of circumstances, people's emotions, and so on. A instructor, for example, has a habit of addressing personal matters in class. He relished the opportunity to speak about his work and achievements while also allowing others to share and offer their thoughts. The majority of the students found it tedious to listen to this over and over. They used nonverbal cues such as shifting in their seats, talking amongst themselves, looking at their watches, and so on, but the instructor was completely unresponsive to all of this. To maximize personal effectiveness, perceptiveness should be paired with openness and the efficient use of feedback.
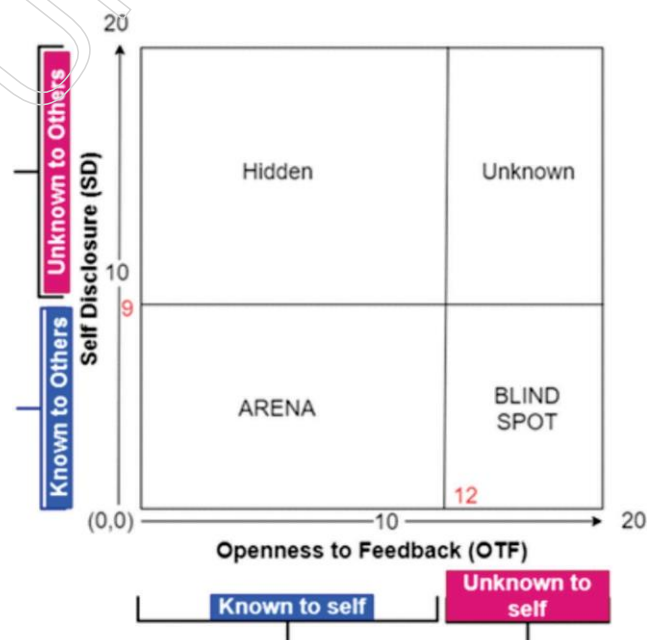
As a result, openness proves to be a very important variable because it exposes an individual's experience, which aids in a deeper understanding of that individual.

Effective people have less secret and blind-spot areas, resulting in a larger arena. As a result, by improving self-disclosure and openness to criticism, as well as high perceptiveness, one can become an expert in interpersonal skills. The Personal Effectiveness tool's results will aid in bringing about desired improvements and maintaining a long-term relationship.

1.1.5 Meaning and Importance of Self Esteem, Self- Efficacy, Self-Respect

Self Esteem

Self-esteem is a psychological concept that refers to a person's overall subjective sense of personal worth or importance. It also involves the emotions that people have as a result of their sense of worthiness or unworthiness. To put it another way, self-esteem can be described as how much you value and like yourself regardless of the situation. Many factors influence your self-esteem, including:

- Self-assurance
- A sense of security
- A sense of belonging
- A sense of competence

Self-worth, self-regard, and self-respect are other expressions that are often used interchangeably with self-esteem.

Self-esteem is lowest in infancy and rises during adolescence and adulthood, ultimately reaching a relatively stable and long-lasting level. As a result, self-esteem resembles the consistency of personality characteristics over time.

Importance

Your decision-making process, relationships, mental wellbeing, and overall wellbeing are all influenced by your self-esteem. It also affects motivation, as people who have a strong, optimistic self-image are more aware of their capabilities and may be motivated to take on new challenges.

Self-esteem is important because it has a significant impact on people's choices and decisions. In other words, self-esteem motivates people by making it more or less likely for them to look after themselves and reach their full potential. People with high self-esteem are also encouraged to look after themselves and work hard to achieve their personal goals and ambitions. People who have low self-esteem don't think of themselves as deserving of happy results or capable of achieving them, so they tend to put off important tasks and are less persistent and resilient when faced with adversity. They may have similar aspirations to people with higher self-esteem, but they are less driven to see them through to completion.

Here's a short rundown on why self-esteem is so important:

- The difference between success and failure can be determined by one's self-esteem.
- Your self-esteem will influence how you think, allowing you to see things in a positive or negative light.

- Your self-confidence and trust in your abilities are influenced by your self-esteem.
- Increasing your self-esteem will help you make better decisions.
- It affects your body image and feelings of shame
- It has an impact on your social skills, which are essential for successful communication.
- How would you be able to respect someone if you don't value yourself?
- It will have an impact on how you look after yourself and prioritize your needs.
- You will have the right mentality to excel at work if you have self-esteem.
- It has an impact on your happiness because low self-esteem can lead to negative comparisons with others.
- Self-esteem can help you overcome obstacles and challenges by instilling confidence.

Self-Efficacy

Self-efficacy is a term coined by Albert Bandura in 1977 to describe a person's belief that he or she can successfully perform the tasks required to achieve a desired goal (Bandura, 1977). Since then, self-efficacy has become one of psychology's most well-studied principles. Self-efficacy theory has been used to analyze almost every significant area of human behavior (Bandura, 1997; Maddux, 1995; Maddux & Gosselin, 2011, 2012). Self-efficacy refers to your ideas about what you can achieve with your abilities rather than your abilities themselves. Also, self-efficacy is not a personality trait; there are no individuals who have high self-efficacy and some who have low self-efficacy (Stajkovic & Luthans, 1998). Self-efficacy values are held by people regarding basic goals and life domains. For example, if you believe you have the skills needed to succeed in school and that you can use those skills to do so, you have a high level of academic self-efficacy.

Self-efficacy can sound similar to a term you're already familiar with—self-esteem—but they're not the same thing. Self-esteem is the measure of how much you like or "esteem" yourself, or how much you think you are a decent and worthwhile individual. Self-efficacy, on the other hand, refers to your belief in your ability to succeed and do well in particular areas of life, such as education, work, and relationships. Self-efficacy affects self-esteem because your faith in your ability to do well in ways that matter to you and accomplish important goals has a big impact on how you feel about yourself overall. If performing well in athletics is very important to you, for example, your self-efficacy for athletics will have a significant impact on your self-esteem; however, if performing well in athletics is not at all important to you, your self-efficacy for athletics will have a minor impact on your self-esteem.

Importance

Almost everybody can think of goals they'd like to reach, changes they'd like to make, and things they'd like to alter. Most people are aware, however, that putting these plans into effect is not so easy. Bandura and others discovered that a person's self-efficacy influences how they handle goals, activities, and challenges. Self-efficacy has a big influence on how people feel, think, act, and empower themselves.

People with a high sense of self-efficacy include:

● Consider difficult issues as challenges to be conquered rather than risks to be avoided.

● Develop a stronger sense of intrinsic interest and concentration in their activities.

● Set difficult goals for yourself and show that you're serious about achieving them.

● Following setbacks and disappointments, quickly regain their self-efficacy (Bandura, 1994).

● Those with a low sense of self-efficacy include:

● Avoid daunting activities because they are seen as personal threats.

● Have a shaky dedication to their objectives and feel that tough roles and circumstances are beyond them.

● Instead of focusing on how to excel, dwell on personal failings and negative outcomes.

● They quickly lose confidence in their own abilities and are susceptible to depression and stress (Bandura, 1994).

Furthermore, "even though actual ability levels are the same," people with high self-efficacy have a propensity to learn and gain more than those with low self-efficacy (Ormrod, 2008, p. 137).

Self-Respect

Respect is one of the most important qualities to have in any relationship, and it is no different in your relationship with yourself. Self-respect covers a wide range of values, but it all boils down to being the kind of person you're happy to show the world and being someone who makes you and everyone you care for proud. Self-respect is described as a sense of honor and integrity toward oneself, one's choices, and one's life. It's about treating people with respect and trusting that they will treat you with respect in return. Finally, recognizing that not everyone can treat you well and choosing to respect everyone regardless, while still knowing that you deserve to be surrounded by great people, is self-respect. Respecting yourself is important for maintaining a good self-image because it allows you to be secure about who you are and content with who you are becoming.

Self-respect is about having the confidence to speak up for yourself when you are being treated unfairly. It's about understanding your worth and being able to change your life and exclude people who are treating you badly from it. If you respect yourself, you will automatically demand respect from others without having to do anything. People with self-respect treat others with respect, but they recognize that not all can reciprocate. Rather than lowering yourself to their level and disrespecting them, you could simply avoid them because you should value yourself sufficiently to recognize that they are a waste of time that could be spent on more productive people.

Self-respect is described as being a person who is proud of who you are and who pleases the people you care about. You probably have a lot of self-respect if you focus on your life and the things you've done and feel a deep sense of integrity. The desire

to be proud of oneself is the cornerstone of self-respect. If you aren't proud of who you are or what you've accomplished in your life, you might be undervaluing yourself or sacrificing your ideals. Self-respect entails not only making choices that give you a sense of dignity and value, but also being the kind of person that others will be proud of. If you love yourself enough, you'll respect those who care for you and be patient enough to recognize that they want the best for you and may be willing to provide helpful advice.

Importance

1. Self-respect demonstrates tenacity and moral courage.

You'll have a good character and be able to take responsibility for your own actions, and you will stand up for your ideals and beliefs no matter what. All will notice and respect your bravery as a result of this.

2. Self-respect makes you a better person and partner.

You believe you are a worthy person if you love yourself. You believe you are deserving of love and respect when you feel worthy. When you command respect from others, they will begin to value you more and take you more seriously.

3. Comparisons are no longer necessary.

When you love yourself, you feel good about yourself and respect your qualities, strengths, expertise, and abilities. Which means you don't equate yourself to others and aren't envious of others who shine in their own unique way.

1.1.6 Behavioural Communication – Assertive Skills

Assertiveness is a communication skill that falls somewhere between passivity and aggression. It's often confused with assertiveness (when it shouldn't be), since assertiveness entails a strong and consistent defense of one's role. However, assertiveness entails far more than just stating our point of view. It is unquestionably a communication ability that we must develop.

We prefer to adopt aggressive or passive stances when we communicate with others on a daily basis. Lack of self-confidence is often the cause of improper speech. However, assertiveness is a balanced trait that is neither passive nor offensive. Being assertive entails expressing one's thoughts and feelings in an accessible, truthful, and accurate manner. It entails respecting others' thoughts and beliefs while defending our own.

Personal and interpersonal skills are needed for effectively communicating feelings and desires. Assertiveness can help us articulate ourselves simply, freely, and fairly in our interactions with others, whether at home, at work, or with clients or colleagues, without having to ignore others.

Assertive Skills

When you're assertive, you can interact effectively with others and get your point across. Assertiveness relies heavily on these skills.

1. **Respect:** An assertive approach is respectful. This type of communication helps you to express yourself while still being considerate of others. Value others by patiently listening to their views, carefully analyzing them, and accepting the merit of their ideas, even though they differ from your own.

2. **Openness:** Assertive communication is open, which means you are willing to answer questions, provide all relevant information, and provide supporting details when asked. You will discuss your findings with those on your team or give your thoughts quickly when asked in open communication.

3. **Honesty:** Honesty is essential for direct and reliable communication. Professional assertiveness masters uphold a high level of honesty in all their dealings. This means expressing your opinions in the workplace when it is necessary and effective.

4. **Accountability**: An assertive approach is one in which you speak up for your own and others' rights. Take full responsibility for your decisions and remain responsible for what you have said or done to accomplish this. This ensures that if a workplace error occurs as a result of your error, you will inform others and take care of the efforts to correct the problem.

5. **Self-control:** Self-control enables you to be assertive while remaining calm and polite. Self-control can assist you in being assertive rather than hostile, allowing you to interact without upsetting others. When dealing with a disgruntled customer, for example, self-control allows you to act patiently and respectfully so that you can settle the problem as quickly as possible.

6. **Delegation**: The opportunity to delegate responsibilities to others when it is necessary. Assertive communication is distinguished from passive communication by the ability to delegate. You will divide responsibility appropriately by delegating. When faced with a large project, you can delegate some of the tasks to others, choosing team members with the skills and experience best suited to each phase to ensure the final product is as good as possible.

1.1.7 Technology Adoption, Social Media Etiquettes

Technology Adoption

There is no denying that technology has a huge effect on businesses all over the world. For these businesses, technology has opened up a whole new world of knowledge and possibilities, allowing them to gain a better understanding of their customers, develop their goods and services, and maximize their operations, among other things. However, implementing new technology isn't easy, and it's typically met with a lot of resistance from workers who are used to and relaxed doing their jobs in a certain way and don't want to change.

Technology adoption is characterized as a sociological model that describes the adoption or acceptance of a new product or invention based on the demographic and psychological characteristics of defined adopter groups, according to Wikipedia.

That is to say, when an organization incorporates a new technology into its work culture, it must consider the fact that not all of its workers are the same. And, in order to get the most out of this technology, it should tailor its launch strategy to the various types of employees in the business. Most of the time, these businesses introduce

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innovative technology and create a one-size-fits-all launch program that treats all workers the same, resulting in resistance, low use, and a low return on investment.

To create a proper technology adoption program that minimizes opposition, encourages transition, and improves the return on investment from technology, businesses must first consider the various adopter groups into which their employees fall, which include:

Innovation Adoption Lifecycle
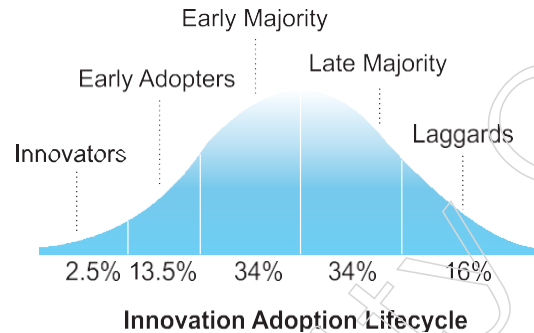
1. **Innovators (2.5% of employees)** - These employees are innovators, the first to implement emerging technology in the workplace. They are not afraid to take chances and often experiment with new technologies in their personal lives.

2. **Early Adopters (13.5% of employees)** - These employees are less risk averse than innovators, but they are more concerned with their career advancement, creating a company reputation, and making an impact. Typically, they are at the top of the corporate ladder and want to invest in whatever it takes to help the business thrive.

3. **Early Majority (34% of employees)** - Typically, middle and line managers are slower to implement new technology; they prefer to wait to see how a new technology performs and whether higher-ups are using it before committing to using it themselves.

4. **Late Majority (34% of employees)** - These individuals are typically wary of emerging technology and innovations, and will only accept them after seeing a significant portion of the organization use them. They are usually older and have worked for the organization for a long time.

5. **Laggards (16% of employees)** - These people are usually older and prefer to stick to rituals over new ideas. These people are more likely to use modern technologies in one of two ways:

   ● They have no other choice for getting the job done but to use technology.

   ● They are compelled to use the technology and will be penalized if they do not.

Social Media Etiquette

The guidelines that businesses and individuals use to maintain their online reputation are referred to as social media etiquette. Typical social rules are making their way into digital worlds as social media platforms have grown to become one of the main ways people interact in the modern world on a daily basis.

Social media etiquette revolves around online rules to obey, just as social etiquette governs how people act around others throughout the real world.

The fundamentals of social media etiquette

The principles of social media etiquette vary depending on the platform. Reposting someone's content on Instagram, for example, necessitates much more caution than retweeting someone on Twitter.

On the other hand, there are some general dos and don'ts that apply to all platforms:

● Avoid being too self-promotional. Try not to bombard your customers with messages asking them to purchase your goods, and refrain from posting constant ads on your website. Make your social media profiles a mix of promotional and useful information.

● Stay away from over-automation. Although planning your posts ahead of time and automating your analytics can be beneficial, don't automate all. Some items also need human involvement.

● Be cautious when using hashtags. It's best not to use too many hashtags at once. It's vital not to overdo it on Instagram, where you can use up to 30 hashtags in a single caption.

● Be sincere and authentic. Don't pretend to be something you're not. Keep in mind that your customers can find out everything they need to know about your company on the internet these days, and things like credibility can go a long way.

Importance of Social Media Etiquette

Organizations can no longer simply delete messages that elicit negative responses. A single blunder can make or break a business.

For modern brands, social media etiquette is often baked into the rules of a social media policy. This policy typically includes a comprehensive code of conduct for everyone who uses a social media platform:

● Prevent legal and security problems. If you work in a sector with strict privacy and security rules, the system will ensure that you stay on the right side of the law.

● Staff should be empowered. Employees who understand how to share content securely online will represent and advocate for the company without jeopardizing its reputation.

● Protect your brand. All who communicates with your brand on social media can see a reputable, competent business if you follow social etiquette.

The technical background addresses concerns about the advantages and disadvantages of a new technology's adoption. The perceived advantages of modern information technology can include the potential for generating a relative competitive advantage through its implementation, as well as improved processes as a result of organizational enhancements or improved cooperation with external partners. Perceived costs, on the other hand, are primarily driven by projected integration costs and obstacles based on current internal or external technologies. As a result, a lack of appropriate skills or resources is associated with higher perceived costs and barriers.

Social networking networks are a special technology when it comes to the outlined calculus of corporate technology adoption. From a technical standpoint, social media

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tends to be relatively low-cost, since the underlying third-party sites are both free and user-friendly. As a result, relative to more complex and costly information systems, the technical affordances of social media networks for organizations and their employees may be viewed as low. Large integration costs and hurdles, on the other hand, are mostly dependent on internal correspondence, marketing, and enforcement processes that must be adapted to the affordances of social media communication.

The Internet has altered social communications and behavior, resulting in the development of new communication networks and platforms. In the digital transformation of companies, social media plays a critical role. As a result of digitalisation, businesses and societies are undergoing a globally accelerated phase of technological adaptation. The interactive web evolved from a platform for providing passive knowledge into one that enables and promotes active user participation and contribution. Previously, social media was used to provide knowledge about a company or brand; today, companies use social media as part of their marketing goals and strategies to increase consumer engagement, customer relationships, and obtain valuable consumer insights.

Customers are becoming more educated as a result of digitalisation, and they are relying less on conventional sales tactics. Buyers are increasingly reliant on digital services, and social media is increasingly used in the purchasing process. Industrial shoppers use social media to compare goods, study the market, and establish relationships with salespeople before making a purchase. By allowing free and broad contact and collaboration between buyers and sellers, social media has changed the way they interact. Social networking plays an important role in facilitating relationships between businesses and their customers. Customers are more linked to businesses, making them better informed about product selection and more powerful in buyer-seller relationships. Companies may also use social media to boost brand awareness, traffic, and market intelligence. As a result, using social media to promote business decision-making and boost company efficiency is beneficial.

1.1.8 Creativity (ICEDIP Model), Visualization

Creativity (ICEDIP Model)

Inspiration, clarification, distillation, perspiration, evaluation, and incubation are the six main functioning phases in Geoff Petty's ICEDIP model of the creative process. Each process should be repeated several times during a piece of creative work. They will not be visited in any specific order, and you will spend hours or seconds on each point. Petty refers to each stage as having its own 'mind-set,' and claims that increasing innovation can be done by ensuring that you are in the right mind-set at the right time. As a result, the model recognizes the significance of thinking dispositions in the creative process.

● **Inspiration: Which helps you generate a large number of ideas.**

This is the phase of research or idea generation. Spontaneity, experimentation, intuition, and risk-taking define the process, which is uninhibited.

Many people are curious about where innovative people get their great ideas. The response is, it's buried in a mountain of bad ones. The majority of what you mine for

diamonds is thrown away, but that doesn't make the digging a waste of time. If you're having trouble coming up with ideas, it may be because you're too critical of yourself or expect good ideas to come to you too easily. The quest for an individual voice and an effort to conjure up deep feelings of empathy, spirituality, or profound identification with the subject matter are often correlated with the inspiration process in the creative arts.

This is not the time to be pessimistic or concerned about form, functionality, rhyme, or consistency. You should deny at least 90% of your initial ideas for reasons that will be discussed later. Allow yourself to be free of the leash! If the majority of your plans are feasible, you haven't taken enough risks.

● **Clarification: In which you focus on your goals.**

The aim here is to explain the work's intent or goal. When faced with detailed challenges in creative work, it's easy to lose your sense of direction. So, every now and then, take a step back and ask yourself, "What exactly am I trying to do?" If you're stuck in the middle of a project, rather than coming up with a list of options, you can figure out exactly where you want to go. The path to get there is usually easy, if not blindingly obvious.

Clarification can help you get out of a bind, but it's also necessary when an artist or designer is torn between two or more equally appealing approaches. Such decisions necessitate a strong sense of direction.

Clarification is needed if you feel lost, trapped, bogged down, confused, or unsure about how to proceed. You have to keep your eye on the ball during this process of clarification, being strategic and rational when concentrating on the final product's presentation.

● **Distillation: This is the process of going over all of the ideas and deciding which ones to focus on.**

Ideas from the inspiration phase are sifted through and analyzed here, typically in light of the clarification phase's results. The best ideas are either developed further or merged to create even better ones.

This is a period of self-reflection. Rather than slapdash spontaneity, it necessitates cool analysis and decision. It should not, however, be so important as to completely stifle efficiency. Remember that the suggestions you've had are just that: ideas; they're not complete solutions, so don't hold your breath. It's where the ideas will take you, not the ideas themselves, that matters.

● **Perspiration: When you work tirelessly on your most brilliant ideas.**

The actual work takes place here. You are making a deliberate and consistent effort to achieve your goal; this will normally include phases of more motivation, distillation, and clarification.

● **Evaluation: This is a phase in which you look back on your work in progress and evaluate it.**

In the evaluation phase, you look over your work for flaws and strengths. Then you must understand how the work might be strengthened, both in terms of eliminating flaws and maximizing strengths. Then, in order to react positively to the suggestions for change, another perspiration step will most likely be needed.

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The phases of perspiration and evaluation often alternate to form a loop. Hardly anyone gets things perfect first time. People who are creative adjust to their surroundings in order to change.

At first, many people despise the evaluation phase. Highly creative people, however, are almost always revisers. They tinker with work that will delight most. In fact, this phase of evaluation can be very satisfying, and without it, no work of real merit can be made.

● **Incubation: When you leave the work behind, even though you still think about it now and then, it is said to be 'on the surface of your mind.'**

Many brilliant ideas have been conceived in the bath or when stuck in traffic. If you can take a break from a project for a few days, maybe to focus on something else, your subconscious will have more time to work on any issues that arise. It will also help you to separate yourself from your thoughts, allowing you to analyse them more objectively.

Incubation is particularly useful after a period of inspiration or perspiration, or when a problem has arisen. Creative people are notoriously patient and untidy, willing to let half-baked plans, loose ends, and contradictions brew in their subconscious before 'something turns up.'

Visualization

Take a look around; there isn't a single human-made object that didn't start as an image in someone's head. It's hard to make something that hasn't been conceived before. For years, psychologists have used visual imagery to help people improve their success in skill-based tasks, achieve ideal emotional states, and achieve life goals. People who want to learn to shoot basketball hoops will make significant progress simply by visualizing themselves shooting baskets. Even just visualizing playing the piano will help someone develop their ability to play a piece. To put it another way, if you can do something in your head, you're much more likely to be able to do it in real life.

Your brain is actively using visualization in the process of simulating potential events, but you are normally unaware of it, just like you are unaware that you are breathing. You aren't consciously driving the process if you aren't aware of it. You will learn how to use visualization to consciously construct future simulations that will help you achieve your goals.

There are two types of simulations available: outcome and process.

A sensory-based representation of the final outcome you anticipate is an outcome simulation, whereas a process situation includes simulating the steps that lead to the final outcome. According to research, the best way to get the most out of simulations is to combine them. Additionally, it has been shown that creating the simulation from the participant perspective rather than the observer perspective is the most successful. You don't want to see yourself in the simulation; instead, you want to see it with your own eyes, as if you were a participant in it. Simulating a target will boost your motivation and trust in your ability to achieve it.

People use visualizations to make both large-scale and personal choices, such as whether to evacuate a town before a hurricane strikes. Researchers in a variety of

fields, including cognitive psychology, knowledge visualization, and medical decision making, study how we make decisions about visualizations because of their common use and social effects. Despite the fact that researchers continue to gain a wealth of information on decision making with visualizations, scientists who want to integrate results from other domains face challenges, such as the lack of a cognitive model that adequately explains decision making with visualizations. Research that does not take advantage of all applicable results moves at a slower pace, is less generalizable, and can miss out on innovative solutions and insights.

1.1.9 Problem Sensitivity

According to Psychology Today, highly sensitive people have a tendency to feel too deeply or too much. Physical, immediate, mental, and emotional responses to internal or external stimuli are all examples of high sensitivity. Despite the fact that high sensitivity is often associated with introversion, an individual with high sensitivity may be both an introvert and an extrovert, or anywhere in between. According to science, sensitive people's brains are not the same as less sensitive people's brains, and there are also positive and negative aspects.

According to Health Line, a highly sensitive person has a very sensitive nervous system, which isn't an illness or a disease, but rather a personality trait or sensory-processing sensitivity. According to Dr. Elaine Aron, 15 to 20% of the world's population has this personality trait.

Problem sensitivity is the capacity to inform whilst something is incorrect or is probable to head wrong. Problem sensitivity does now no longer contain fixing the problem, only spotting there may be a problem. An individual's capacity to pick out issues or problems and the lacking records that might assist resolve them.

The capacity to inform while some thing is inaccurate or is in all likelihood to head wrong. It does now no longer contain fixing the problem, best spotting there may be a problem.

An individual's ability to perceive issues or problems and the lacking facts that could assist remedy them.

Problem sensitivity is the capacity to inform while some thing is inaccurate or is in all likelihood to head wrong. Problem sensitivity does now no longer contain fixing the problem, best recognizing there may be a problem.

1.1.10 Problem Solving (Six Thinking Hats)

When life throws you a curveball, things can easily become confusing and ridiculously frustrating.

If you can't cope with these obstacles, you'll be at a significant disadvantage and sabotage your growth and development. And this is where the majority of people have difficulty. They're simply unprepared for the challenges that life throws at them.

Regardless of the issues you're dealing with, your problems have a reason. The intent may not be instantly apparent, but it is undeniably present.

Every issue you face serves a purpose. An opportunity can act as a way for achieving that goal. For example, an opportunity for development, productivity improvement, learning from a mistake, broadening your horizons, and so on.

Problems always are opportunities to change how you think about yourself, your life, and your circumstances. They have the potential to significantly improve how you function and live. You must, however, approach these issues with an open heart and mind. It has been said that it is not what happens to us that matters, but how we react to what happens.

The Six Thinking Hats method, developed by Edward de Bono, can help you deal with adversity, setbacks, and difficulties in much more effective ways. It demonstrates an effective problem-solving approach that can be used individually or in a group setting. This particular understanding of the Six Thinking Hats is geared toward people who face everyday obstacles in their work, careers, and personal lives.
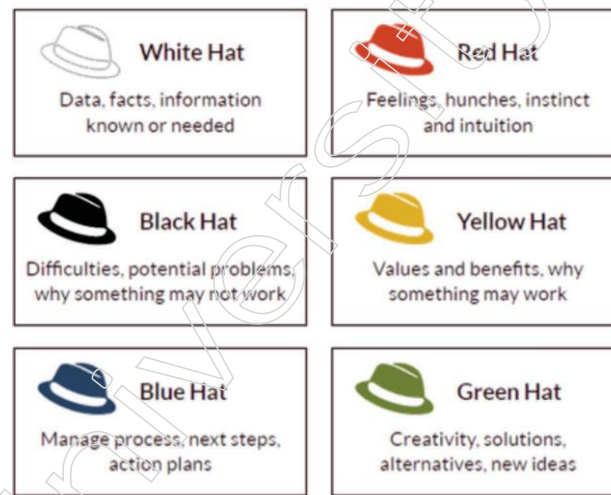
The Managerial Blue Hat Thinker

A method for focusing one's thoughts in constructive ways is needed for an effective problem solver. Furthermore, they must be able to direct each of their thoughts in a neutral and impartial manner with the primary goal of increasing the process' efficacy and performance.

The Movie Director is the metaphorical job of the blue hat. A movie director is in charge of actors, cameramen, shooting angles, props, and scripts, all of which are essential for a good blockbuster film.

A blue hat handles the thinking process in the same way, allowing for more synergy between the thought patterns and behaviors of the other thinking hats.

Role of the Blue Hat

Here's a rundown of the roles that the blue hat typically plays:

● To think about thought process
● To identify the problem.
● To collect global viewpoints on the issue and its solution.
● To keep track of the other thinking hats.

● To keep track of time.

● To keep track of the movement of ideas.

● To oversee the execution of ideas.

Objectives of the Blue Hat

● Improving the quality and efficacy of the thought process.

● Creating appropriate questions to guide your thought.

● Outlining a problem-solving agenda, rules, priorities, and tasks.

● Organizing thoughts and making action plans.

The Neutral White Hat Thinker

A successful problem solver must be able to gather, collate, organize, and present data in a neutral and impartial manner. They must also provide a process for arriving at appropriate logical solutions based on the information they have gathered.

Role of the White Hat

The Detective is the white hat's metaphorical role. A detective looks for clues, witnesses, and information that will assist them in solving a case. They freely admit that a piece of proof can be deceptive. As a result, they adopt a neutral approach and avoid jumping to conclusions. Instead, they wait until all of the evidence are presented before making a decision.

A white hat gathers facts, stats, and data that help it put together the details it needs to come up with rational fact-based solutions in the same way. That is basically its main feature. It gathers this information to help the other thinking hats in their problem-solving efforts.

The white hat, however, must refrain from making any assumptions or decisions about the data that it has gathered. The problem-solving mechanism can be derailed if you jump to conclusions or make unfounded assumptions.

The Objectives of the White Hat

● Bringing forward stats, facts, and data that can be used to solve the problem.

● Facts take precedence over views and values.

● Emphasizing understanding, insight, and perception differences.

● Providing rational answers to the issue at hand.

The Intuitive Red Hat Thinker

An effective problem solver must be able to intuitively understand each problem and the various solutions that may be available. Furthermore, they must be able to sort out any preconceived perceptions that can influence their intuitive feelings and opinions.

The Role of the Red Hat

The Heart is the metaphorical role of the red hat. When conditions shift, the heart is a very intuitive organ that detects subtle shifts in feeling and emotion.

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A red hat does the same thing, bringing to light its intuitive thoughts and opinions to aid in the problem-solving process. That is basically its main role. Based on its personal feelings and hunches, it intuitively provides effective ideas and guidance for further action.

The red hat, however, must refrain from rationalizing or justifying its feelings. There is no sense in this. It must depend on its gut instinct first and foremost.

The Objectives of the Red Hat

● Bringing intuitive insights to light.

● Trying to figure out what other people are thinking and feeling.

● Examining the emotional perspective.

● Bringing to light the secret qualities that lie behind ideas.

● Identifying flaws based on intuition.

● Identifying and resolving hidden internal disputes.

The Pessimistic Black Hat Thinker

An effective problem solver must be able to anticipate the risks, threats, and shortcomings of potential solutions. Furthermore, they must be able to present this knowledge in a non-emotional, detached manner that is free of preconceived ideas or prejudices.

The Role of the Black Hat

The Reaper is the black hat's metaphorical role. A Reaper is a supernatural entity that brings death and devastation to those who are still alive. The Grim Reaper is neither good nor evil. Yes, its essence is grim and bleak; but, like anything else in life, it serves a function and plays an important role in the life cycle.

A black hat, in the same way, is pessimistic and gloomy by nature. It is always looking for bugs, flaws, shortcomings, and risks in ideas. It does this not to be spiteful or destructive, but rather to conjure up worst-case scenarios that might not have been considered previously.

Sharing these bleak situations aids the other hats in developing appropriate contingency plans to address potential issues.

The primary function of the black hat is to assess, judge, caution, and scrutinize the solutions and plans proposed by the other thinking hats. Personal prejudices tinged with fear, envy, rage, or any other negative emotions that can obstruct a solution or magnify the problem must be avoided by the black hat.

The Objective of the Black Hat

● Bringing potential defects and risks to light.

● Emphasizing the scarcity of resources.

● Getting rid of flaws and bad ideas.

● Insufficient contingency plans are questioned.

The Optimistic Yellow Hat Thinker

An effective problem solver must be able to analyze problems logically and generate promising ideas that can lead to effective solutions. They will need to develop a resilient attitude that motivates constructive action in the face of adversity and criticism.

The Role of the Yellow Hat

The Sun is the metaphorical role of the yellow hat. A sun shines brightly, joyfully, and powerfully. It contributes to the life of everything it comes into contact with.

A yellow hat, in the same way, exudes an optimistic, inviting, and radiant energy that gives life to any idea. The yellow hat aims to infuse constructive thoughts into the problem-solving process, which boosts morale and opens up new possibilities and understandings.

The yellow hat's primary responsibility is to navigate a practical and optimistic path through the maze of barriers to a solution.

The yellow hat sees no barriers or obstacles, and is certain that if there is a will, there will be a way.

The yellow hat, however, must stay away from negative feelings. They must also refrain from imagining optimistic solutions based on hypothetical facts, emotions, or beliefs.

The Objectives of the Yellow Hat

● Investigating the advantages of each scenario presented.

● Identifying any new opportunities that might exist.

● Making a risk estimate that is favorable.

● Considering the viability of ideas.

● Positive energy is infused into the problem-solving process.

The Creative Green Hat Thinker

A successful problem solver must be able to process problems in a way that is transparent, versatile, and unconstrained. Furthermore, they must develop into a possibility thinker who consistently thinks outside the box and defies problem-solving rules. They must also do so without judging or criticizing themselves.

The Role of the Green Hat

The Seedling is the metaphorical role of the green hat. A seedling emerges from the field and continues to develop over time. Its leaves and branches spread out in a variety of unpredictable directions.

A green hat instils an ever-growing and evolving sense of unpredictability into the thinking process in the same way.

The green hat isn't one to be held back by rules or restrictions. It knows and acknowledges that it is free to think outside of reality's norms and boundaries. With

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this in mind, it generates a slew of innovative and mind-bending ideas that broaden the scope of possibilities and reveal novel and seemingly unexpected solutions. The primary function of the green hat is to unlock new understandings and possibilities by opening doors to specific innovative concepts and insights that shatter the boundaries of reality.

The green hat, however, must refrain from criticizing or judging the ideas that it conjures up.

The Objectives of the Green Hat

●   Increasing understanding of ideas and possible solutions by broadening one's thinking.

●   Thinking outside the box and deviating from standard procedures and practices

●   Providing innovative methods and concepts.

●   Installing new perspectives through creative insights and ideas.

The problem-solving approach of the Six Thinking Hats provides us with a multi-dimensional technique that can significantly increase the efficacy and productivity with which we think about and solve problems. Its application, however, extends well beyond problem-solving.

The Six Thinking Hats will help you find the ideas, answers, and opportunities you need to stay ahead of the game, whether your goal is to solve a problem, conquer an obstacle, formulate a new idea, develop your decision-making, or for academic purposes.

1.1.11 Cognitive Flexibility

Our ability to disengage from one task and respond to another, or to think about several concepts at the same time, is referred to as cognitive flexibility. Cognitive flexibility allows people to learn faster, solve problems more creatively, and adapt and react to new circumstances more effectively, which is why it's so critical in both educational and professional settings.

Building cognitive flexibility is a fantastic way to improve professionally and keep up with the ever-changing work environment of the future, whether you're a student or a working professional. Exposing yourself to new opportunities and ways of doing things is one of the best ways to improve your cognitive flexibility.

Definition

Cognitive flexibility is the human ability to adapt the cognitive processing strategies to face new and unexpected conditions in the environment (Cañas et al. 2003).

Three main term characteristics are included in this definition. To begin with, Cognitive Flexibility is a skill that can be learned by experience or through a learning process. The adaptation of cognitive processing techniques is the second aspect of Cognitive Flexibility. In the sense of this definition, a strategy is a set of operations that searches through a problem space (Payne et al. 1993). As a result, cognitive flexibility refers to changes in complex actions rather than discrete responses. Finally, after

an individual has been performing a role for some time, they can adjust to new and unexpected environmental changes.

Neuropsychological bases of Cognitive Flexibility

The existence of a change or shift in attentional control level, or in the representation of a task, which leads to a change in the strategy executed, is the key characteristic of cognitive flexibility. The central executive is a cognitive structure that is believed to be involved in such transformational processes.

As a result, the neuropsychological foundation of cognitive flexibility has been suggested as a similar neurological substratum linked to executive functioning (prefrontal cortex and its circuitry). For example, it has been shown in an eventrelated fMRI study (Schmitz et al. 2003) that when people with Asperger's Syndrome, who may have a deficiency of the medial frontal gyrus and superior parietal lobe regions, perform cognitive, flexibility tasks (tasks of set-shifting), they show substantially more activation in those areas. Furthermore, Eslinger and Grattan (1993) found that the frontal lobe appears to primarily mediate a concrete type of cognitive flexibility, the spontaneous flexibility, which is more related to the production of diverse ideas and the access to knowledge systems with a broader scope (related to the representational hypothesis). In comparison, the corticostriate system (basal ganglia and their interconnections) tends to mediate reactive flexibility, changing response collection, in collaboration with the frontal lobe (related to the attentional hypothesis).

As a result, the two explicative theories of the flexibility phenomena can be found in neuropsychological studies, since brain regions involved in both attentional shifting and access to information systems mediate various types of cognitive flexibility.

Significance

The ability to change one's actions in response to a changing environment is known as cognitive flexibility. Cognitive flexibility allows a person to quickly disengage from a previous task, reconfigure a new response set, and apply the new response set to the current task. Better reading skills in childhood, higher tolerance to stressful life events and stress in adulthood, higher levels of imagination in adulthood, and better quality of life in older people are all linked to greater cognitive flexibility. Despite the widespread consequences of intact cognitive flexibility during childhood and adulthood, a thorough study of this construct has eluded researchers.

1.1.12 Cognitive Errors

Cognitive errors are skewed perceptions of ourselves and the world we live in. We unconsciously perpetuate irrational thoughts and beliefs over time.

These patterns and systems of thinking are always subtle, and it can be difficult to spot them as they become a normal part of your daily thoughts. That is why they can be so harmful, because it is difficult to change anything you don't know as needing to be changed!

Cognitive errors come in a variety of shapes and sizes, but they all share some characteristics.

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All cognitive errors are:

● That are misleading or inaccurate;

● That have tendencies or habits of thought or believing;

● And they have the ability to damage people's minds.

It can be frightening to admit that you are susceptible to warped thought. "There's no way I'm hanging on to some obviously false convictions!" you might say. Although most people do not experience these types of cognitive errors in their everyday lives, it seems that no one is immune to them.

If you're human, you've probably fallen victim to one or more of the many cognitive error. The ability to recognize and alter or correct these flawed patterns of thought is the difference between those who rarely fall into a cognitive error and those who struggle with them on a more long-term basis. Some people are much better at this than others, as with many other skills and abilities in life–but with practice, you can develop the ability to identify and react to these errors.

These errors have been linked to depression symptoms, implying that where cognitive distortions are prevalent, depression symptoms are likely to follow (Burns, Shaw, & Croker, 1987).

"I believe you will find that a great many of your negative emotions are in fact founded on certain thinking errors," says renowned psychiatrist and researcher David Burns.

Cognitive distortions, or errors in thinking, are especially powerful at provoking or exacerbating depressive symptoms. It's still unclear if these distortions trigger depression or if depression causes them (after all, association does not imply causation!). However, it is clear that they often coexist.

Most of what we know about cognitive distortions or errors comes from Aaron Beck and David Burns' study. In the fields of psychology and psychotherapy, they are both well-known.

Common Cognitive Errors

Some of the most common cognitive distortions or errors that can be seen are:

1. Polarized Thinking / All-or-Nothing Thinking

This distortion, also known as "Black-and-White Thinking," manifests itself as an inability or refusal to see shades of gray. To put it another way, you think of extremes – everything is either great or bad, and you assume you are either perfect or a complete failure.

2. Overgeneralization

This deceptive distortion generalizes a single instance or illustration to a larger pattern. A student could, for example, obtain a C on one test and assume that she is dumb and a failure as a result. Overgeneralizing may contribute to excessively pessimistic views of yourself and your surroundings based on just one or two experiences.

3. Mental Filter

The mental filter distortion, like overgeneralization, focuses on a single negative piece of information while excluding all positive ones. One example of this distortion is when one partner in a romantic relationship focuses on a single negative remark made by the other and sees the relationship as hopelessly lost, despite years of positive comments and interactions.

By concentrating solely on the negative, the mental filter will cultivate a decidedly cynical view of everything around you.

4. Disqualifying the Positive

The "Disqualifying the Positive" distortion, on the other hand, accepts positive experiences but denies them rather than accepting them. An individual who receives a positive review at work, for example, might dismiss the idea that they are a competent employee, blaming the positive review on political correctness or their boss's unwillingness to discuss their employee's performance issues.

This is a particularly dangerous distortion because it makes it easier to maintain negative belief patterns in the face of overwhelming evidence to the contrary.

5. Jumping to Conclusions – Mind Reading

This "Jumping to Conclusions" distortion manifests as the erroneous assumption that we can read another person's mind. Of course, we can get a sense of what other people are thinking, but the distortion here applies to the negative interpretations we make. This distortion can be seen when you see a stranger with an awkward face and assume they are thinking something bad about you.

6. Jumping to Conclusions – Fortune Telling

Fortune telling is a sister distortion of mind reading in that it refers to the ability to draw conclusions and make assumptions based on little to no facts and take them as gospel fact.

7. Magnification (Catastrophizing) or Minimization

This distortion, also known as the "Binocular Trick" because of its subtle skewing of your viewpoint, entails exaggerating or diminishing the significance, value, or probability of stuff.

An athlete who is usually a good player but makes a mistake will magnify the significance of the error and assume that he is a bad teammate, while an athlete who wins a prestigious award in her sport may minimize the significance of the award and continue to believe that she is just a mediocre player.

8. Emotional Reasoning

For many readers, this may be one of the most shocking distortions, but it is also one of the most important to recognize and answer. Most people aren't surprised by the reasoning behind this distortion; rather, they're surprised by the fact that we've all bought into it at some point.

The recognition of one's emotions as fact is referred to as emotional reasoning. It's something along the lines of "I sense it, so it must be real." Only because we have an emotion doesn't mean it is true; for example, we might become jealous and believe our partner has feelings for someone else, but this isn't always the case. Of course, we know it's not rational to believe our thoughts, but it's still a common misunderstanding.

1.1.13 Introduction to Social Cognition

As you approach your classroom, imagine seeing your teacher and a student you know is disruptive in class talking to each other in the corridor. Both of them stop talking as you approach, nod to you, and then resume their urgent whispers after you pass by. What are your thoughts on this scene? What tale should you tell yourself to help you understand this strange behavior?

People intuitively understand that knowing the thoughts that contribute to a person's behavior helps understand them better. In this case, you may assume that your instructor has a number of questions about the disruptive student, and that their whispering is related to that. Social cognition is a branch of social psychology that studies how people think about others and the social environment.

Therefore, social cognition involves:

● The mechanisms involved in perceiving other people and how we learn about people in the world around us are all part of social cognition.

● The analysis of the mental processes involved in perceiving, recalling, thinking about, and attending to others in our social setting.

● The reasons we pay attention to some aspects of the social environment, how that information is processed in memory, and how that information is then used to communicate with others.

Social cognition isn't just a topic in social psychology; it's a way of looking at any subject through the lens of social psychology. Researchers may analyze a broad variety of topics using a social-cognitive perspective, including behaviors, individual understanding, bias, stereotypes, self-concept, discrimination, persuasion, decision-making, and other fields.

Social cognition researchers look at how people make sense of themselves and others in order to make decisions, shape behaviors, and forecast the future. Much social cognition research has shown that humans are adept at distilling large quantities of knowledge into smaller, more manageable chunks, and that we have a variety of cognitive resources that enable us to navigate our environments efficiently. Many social factors that can affect these decisions and predictions have also been discovered as a result of this study. Not only can our previous experiences, perceptions, motivations, and moods influence our thinking, but many of our actions and behaviors are often influenced by unconscious mechanisms and implicit attitudes that we are unaware of.

Schemas

It would be extremely difficult to work if we went about our daily lives with no prior awareness or perceptions of the individuals, positions, norms, or events that take place in our community. According to social cognition research, cognitive representations

in our minds called schemas – mental or cognitive structures that include general perceptions and awareness of the environment – promote our behavior and interactions in the social world.

A schema is a set of abstract information and concrete examples about a specific social object. It 'includes plans for interpreting and gathering schema-related information, as well as hypotheses about incoming stimuli' (Taylor &Crocker, 1981, p. 91). Schemas therefore give us some sense of prediction and control of the social world. They affect what we pay attention to, interpret, recall, and infer.

Both schemas tend to have similar functions: they all affect new information encoding (intake and interpretation), old information memory, and inferences about missing data. Schemas are not only useful, but they are also essential for our well-being.

When a schema is more "accessible," it means it can be enabled and used in a given situation more easily. Salience and priming are two cognitive processes that make schemas more accessible. Salience is the degree to which a specific social object stands out in relation to other social objects in a situation in social cognition. The more important an object is, the more likely schemas for that object would be made accessible. Female gender schemas, for example, can be more open and influence the group's thought and actions against the female group member if there is one female in a group of seven males. Any experience that occurs immediately before a condition that makes a schema more accessible is referred to as "priming." Watching a scary movie late at night, for example, can increase the accessibility of terrifying schemas, causing a person to interpret shadows and background noises as potential threats.

Cultural Differences

Social scientists have also discovered that social cognition is also influenced by cultural differences. When it comes to interpreting a social situation, any two individuals may have vastly different perspectives. Each individual brings their own set of experiences, skills, social pressures, emotions, and cultural differences to the table.

According to some researchers, collective cultural factors may influence how people perceive social situations. If the same social behaviour occurred or was witnessed in another society, it would have a completely different context and perception. People reinforce and reproduce cultural norms that affect their social cognitions by interpreting behaviour, extracting meaning from interactions, and then acting on their beliefs about the situation.

1.1.14 Attribution Processes (Perceptual Errors)

The attribution process is the process of inferring and assigning a cause to a behavior. Choosing whether the origin of a behavior is internal or external is one of the first steps in the attribution process. When you make an internal attribution, you're attributing the cause of behavior to conditions that are "within the person's control." There are variables that are permanent and constant (such as personality, values, or natural ability) or less permanent (such as a person's personality, values, or natural ability) (such as effort or motivation). Internal attributions are also known as personal attributions because they refer to the person. For eg, "Mary is late for work because

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she is a lazy" or "Sergio did well in the exam because he put in a lot of effort." When we believe that factors "outside the individual" are the cause of behavior, we make external attributions. These include things like the physical environment, job complexity, organizational culture, other people's presence and actions, and luck. External attributions are often known as situational attributions since they attribute behavior to the circumstance. "Mary is late for work because she has to drop her child off at day care," or "Sergio did well on the exam because it was easy," are two examples.

In any social perception mechanism, attribution plays a crucial role. Most management decisions involving people necessitate managers making attributions about the cause of behavior. Managers must determine whether a prospective employee has real skill and potential (an internal attribution) or is merely well prepared for the interview (an external attribution) when interviewing him. In performance evaluations, the same attribution method is used. Despite the fact that some output data is objective, it is still subject to interpretation.

Perceptual Errors

Our perception may be unreliable and incomplete. We pay attention to some but not all detail, we use closure and schemas to be fast and organized, and we make biased and error-prone interpretations and judgments. To a large degree, these mistakes are a normal and unavoidable part of physical and social perception. Relevant perceptual errors, however, can be managed. In the following segment, we'll look at a few common perceptual biases, how difficult it is to overcome them, and how to deal with them.

Our perceptual abilities enable us to quickly and efficiently process a large amount of data. However, since we do not process knowledge carefully or correctly, this efficiency often leads to ineffective decisions. Instead, we frequently use cognitive shortcuts like dismissing evidence that does not match our expectations or making decisions based on feelings rather than truth. Perceptual biases are the shortcuts we take to save time that can cause distortions. As a result, errors in judgment occur. When these biases are at work, we avoid collecting data and instead rely on our assumptions to fill in the gaps.

1. Fundamental Attribution Error

When making attributions about other people's behaviour, we have a tendency to underestimate situational factors and overestimate personal factors, as we stated earlier. The fundamental attribution error is the name given to this tendency. If your boss is unresponsive, for example, you are more likely to blame his lack of interpersonal skills or his distance and coldness on his lack of interpersonal skills than on the stress he is under or how overburdened he is. Similarly, you're more likely to blame a fellow manager's uncooperative actions on her attitude than on a lack of time. We don't owe people the benefit of the doubt because of these attributions.

The basic attribution error can have significant ramifications. We also make an inaccurate internal attribution of people who are victims as a result of this bias, blaming them for what happens to them. For example, in the widely publicized case of Trayvon Martin, a Florida teen who was shot by a self-proclaimed neighborhood watchman, the fact that Trayvon was wearing a hoodie became the focal point, overshadowing many

of the case's important issues. "We have a tendency to concentrate on internal factors when perceiving others."

2. Actor-Observer Difference

When we are searching for reasons of our own behavior, however, the fundamental attribution error operates in reverse. We depend more on external attributions to justify our own behaviour. The actor-observer difference is the name for this process. Although we make internal attributions about other people's actions and are prone to the fundamental attribution error, we make external attributions about our own behavior. This distinction arises from the fact that different types of knowledge contribute to different perspectives. We have facts about our own past and how we act in various circumstances, contrary to what some believe. As a consequence, our perceptions of the uniqueness and accuracy of our own behavior are likely to vary from those of observers. Environmental factors are more important to the actor than they are to the observer because of the various viewpoints, so an actor is more likely to make external attributions.

3. Self-Serving Bias

Actors are eager to assign external attributions to their own flaws, but they are often quick to take credit—an internal attribution—when they excel. The self-serving bias refers to our propensity to take credit for our successes while rejecting responsibility for our shortcomings. On the one hand, we blame situational factors rather than internal attributions for our own lack of commitment or skill when we fail a test, make a presentation go wrong, lose a customer, or fail to meet our goals.

We blame the unjust professor, the oblivious audience, the demanding customer, or the unrealistic company targets. On the other hand, we have a tendency to assume that we are successful because we are intelligent and hardworking. When we perform well, few of us readily or entirely attribute our success to our boss's coaching and motivational skills, or to simply being fortunate. Cheaters also consider their cheating to be an act of selflessness and generosity, according to case studies of cheating in colleges. "A kid who has a terrible grade-point average, who, no matter how much he studies, is going to totally bomb this test, by giving him an amazing score, I totally give him an amazing score," one student caught giving another an inflated score said.

The relationship between managers and their workers is made more complex by the mixture of all the biases. Stereotypes, halos-horns, and primacy-recency can all skew the data collected by managers. Furthermore, managers are more likely to blame poor results on their employees' lack of expertise and effort, while employees blame poor leadership skills on their managers. On the other hand, both will prefer to assume that their own abilities and hard work contributed to their success, and they will overlook the importance of giving the other side credit. Being efficient is both necessary and desirable given the amount of data we must process. Perceptual biases allow us to be more effective and swift in our social perception, but they can also lead to mistakes.

1.1.15 Social Inference

People have an amazing ability to understand and perceive human behavior. They see a moving head and can see the person's thoughts and feelings; they notice a

body moving toward a target and can tell right away what the person's aim is; and they see two bodies walking in lockstep and can tell what their mutual purpose is. People compare the observed with the unobserved in order to make sense of a plethora of human movements—they perceive behavior by inferring mental states. This skill is necessary for success in social settings. Observed habits become indistinct without mental state inferences, potential behaviors are difficult to anticipate, and interacting with others becomes completely perplexing.

Multiple disciplines, including clinical, developmental, and social psychology, cognitive neuroscience, and primatology, have studied the human capacity to infer mental states (Baron-Cohen, Tager-Flusberg, & Cohen, 2000; Malle & Hodges, 2005; Premack & Woodruff, 1978; Saxe, Carey, & Kanwisher, 2004). Over the last two decades, each of these endeavors has contributed unique findings that help elucidate how people succeed at inferring mental states (e.g., Ames, 2004), what functions these inferences serve (Bogdan, 2000; Chen, 2003; Tomasello, 1998), what brain regions could subserve them (Mitchell, 2009; Saxe et al., 2004), and how deficits in this ability affect social behavior (Mitchell, 2009; Saxe (Baron-Cohen et al., 2000a; Frith & Corcoran, 1996). Many different inferences of mental states (understood broadly) have been tested, including the intentionality of a behavior (Malle & Knobe, 1997); values, desires, and motives, emotions and facial expressions; and personality characteristics.

1.1.16 Stereotyping

Stereotypes are generalized ideas regarding the characteristics of people who belong to the same social group. Walter Lippmann, a journalist, coined the word stereotype in 1922, describing it as "the image people have in their heads of what a social group is like." The content of social stereotypes was first investigated by asking people to show which psychological characteristics they identify with different ethnic and national groups (e.g., Germans, Blacks, Jews). According to the findings, the public's perception of these social groups is fairly consistent, with broad agreement on which characteristics are typical of each group. There was also a trend for these "pictures in our heads" to have more negative characteristics than positive ones.

Consequences of Stereotyping

When a person comes into contact with a member of a stereotyped group, the stereotypes associated with that group may be immediately triggered, meaning that the basic traits that are perceived as typical of the group may become more accessible in the person's mind. Even if an individual does not personally support or recognize the stereotype as accurate, the process of stereotype activation may occur. When a member of the stereotyped social group is encountered, the stereotype can be triggered as long as there is a memory association between the group and the stereotypic trait (e.g., through repeated exposure to familiar cultural images of the group). If this occurs, the stereotype may have a wide range of consequences on how this individual is perceived and handled. The majority of these side effects happen quickly, involuntarily, and sometimes without our knowledge.

Social psychologists have devised a number of methods for identifying the rapid and unconscious activation of stereotypes in people's minds. Many people, for example, are affected by gender roles in this way, according to studies. Participants are

shown a series of images of men and women, and after each photograph, they must react as quickly as possible to a target phrase. People are consistently faster to react to stereotypically masculine concepts (e.g., "strong") after seeing an image of a man, but consistently slower to respond to stereotypically feminine concepts (e.g., "soft"). After being exposed to an image of a woman, the opposite trend occurs. As a result, simply seeing an image of a female is enough to make gender-related stereotypic concepts more available in people's minds.

Stereotypes are often enabled, but they are not universal. Individual differences are significant, and the immediate context is also critical. In a situation where ethnicity is more important than gender, for example, the same set of target images can elicit automatic racial stereotypes but not gender stereotypes. However, in the vast majority of cases, an individual forms an immediate perception of another person, which is often focused in part on the application of enabled stereotypes about some (but likely not all) of the target person's social groups.

When stereotypes are triggered, they can have a variety of significant effects on how an individual perceives the world. When a stereotype is triggered, for example, it may influence how an individual interprets ambiguous behavior. If one believes that Arabs are dangerous, even seemingly innocuous behavior by an Arab (or someone who looks vaguely like an Arab) may have sinister overtones in one's mind. In this case, ambiguous behavior is assimilated to the perceiver's mind's stereotypic ideas. Stereotypes can also influence how someone describes social activities. For example, men are stereotyped as having more leadership skills than women. A successful male executive's performance is often attributed to business acumen and leadership ability, while a successful female executive's performance may be attributed to favorable economic conditions or even chance. Since most events' triggers are often unclear, stereotypes may influence which aspects of the situation stand out as causally significant. Counterstereotypic outcomes imply situational or transient causes, while stereotypic outcomes imply stereotypic personal causes (e.g., a male's leadership ability) (e.g., favorable market conditions). It's worth noting that stereotypes' biasing effects help to confirm the stereotype's obvious consistency by contributing to one's mental inventory of confirmatory examples (simultaneously overlooking or discounting disconfirming instances).

Stereotypes may also be self-perpetuating in the sense that people who believe strongly in stereotypes which behave in ways that reinforce their beliefs. If an individual believes that African Americans are hostile, for example, he or she will communicate with them in an unfriendly manner; such treatment often elicits an unfriendly response, thus appearing to confirm the anticipated hostility. This kind of self-fulfilling prophecy adds to the appearance of stereotype accuracy.

Implications of the Stereotyping

Stereotypes have a significant impact on how people view and shape opinions about others. Once an individual is classified as a member of a certain category, he or she will be judged according to the standards of that group. In the absence of strong disconfirmation, the person can easily be mistaken for a "typical" member of the group, interchangeable with others. Perceivers, in contrast to such category-based impressions, may judge individuals based on personal characteristics, some

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of which may be typical of their group but many of which are not. This method of individuation, while avoiding the dangers of incorrect or exaggerated stereotyping, necessitates a much greater time and energy investment. To learn an individual's personal characteristics rather than assuming that he or she exhibits group-typical characteristics, it takes a lot of time and impartial assessments of the person who is encountered. When the need or desire for accurate impressions is not particularly urgent, stereotyping may be the default process guiding social perception.

1.1.17 Prejudice

Prejudice is a derogatory attitude toward members of a group that is based on nothing. Negative emotions, stereotyped views, and a propensity to discriminate towards members of the community are all common characteristics of prejudice. Preconceived, typically unfavorable judgments of people based on their gender, social status, age, disability, religion, sexuality, or other personal characteristics are commonly referred to as prejudice. Prejudice is a term used in psychology to describe a positive or negative evaluation of another person based on their membership in a group. It's also necessary to keep in mind that prejudice is a belief rather than a behavior. Despite the fact that bias can lead to discrimination, the two are distinct concepts.

Negative prejudice against one's own nation, or ingroup, is uncommon. This is believed to be due to the fact that people in their own community have more information about them, so they don't have to rely on heuristics to make decisions about them. Heuristics are basic rules that people use to make choices, make decisions, and solve problems when they have insufficient knowledge. Rules of thumb, stereotypes, informed guesses, intuitive judgments, and profiling are all examples of heuristics. Although these internal guidelines are generally effective, they can sometimes lead to systemic judgment errors or cognitive biases. As a result, when evaluating members of other groups, or outgroups, individuals may have minimal knowledge and rely on preconceived notions to make behavioral predictions.

Motivations Underlying Prejudice

● **Ingroup Favouritism**

Ingroup favouritism, or a preference for members of one's own group, has been discovered by researchers to exist even when the group had no previous social significance. Experiments have shown that when participants were divided into groups based on anything as insignificant as a coin toss, they showed ingroup favoritism, giving members of their own group preferential treatment.

● **Outgroup Homogeneity**

The outgroup homogeneity effect is the belief that outgroup members are more similar than ingroup members. This can include both physical and emotional traits. During times of war or dispute, when each side dehumanizes the other, this type of prejudice can be seen.

90 sorority members were asked to rate the degree of similarity between their own community and two other groups. Every participant found that members of their own sorority were substantially more dissimilar than members of the other groups.

● **The Justification-Suppression Model**

People face a conflict between the need to demonstrate prejudice and the desire to preserve a positive self-concept, according to the justification-suppression model of prejudice. This conflict leads people to look for reasons to dislike an outgroup and to use that excuse to avoid having a negative self-concept when they show their dislike.

● **Realistic Conflict Theory**

According to the realistic conflict theory (RCT), rivalry for scarce resources contributes to a rise in negative prejudices and discrimination. Even when the resource in question is insignificant—such as a cheap plastic trinket—research has shown that this is the case. However, research has shown that when individuals are required to collaborate to achieve a shared objective, the hostilities generated in this situation can be reduced.

● **Social Dominance Theory**

According to this theory, society can be interpreted as a set of hierarchies based on groups. When competing for scarce resources such as housing or jobs, dominant groups establish prejudiced "legitimizing myths" to justify their dominance over other groups on moral and intellectual grounds. This strengthens their claim to the scarce resources.

Reducing Prejudice

According to research, most prejudicial attitudes and biases are acquired rather than innate, implying that these views can be unlearned. Three significant mediating factors were discovered to minimize prejudice in a meta-analysis of 515 studies on prejudice. Intergroup interaction, or the mixing of two groups, is needed for all factors. This interaction increases empathy and perspective taking by

● increasing awareness about the outgroup,

● reducing anxiety about intergroup contact, and

● increasing knowledge about the outgroup.

1.1.18 Accepting Criticism

We've seen two instances of inappropriate criticism, one from a coworker and the other from a manager. What are your options now? Your reaction to it will have a significant impact on your career. Your instincts may not be the best guide to follow if you are emotionally heated.

Managing Your Initial Reaction

The most crucial response is the one you provide right away; it has the most potential to make things worse or better. Here's how we recommend dealing with the natural need to express your anger or fight back.

Step 1: Remain Calm

The first step is to maintain your composure, whether the metaphorical slap comes from a co-worker or a superior. Negative criticism might elicit sentiments of rage or inadequacy. Expressing these feelings will just bury you deeper and give your critic the

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upper hand. When the hammer falls, respond politely — and with a pause. A few deep, peaceful breaths will help you relax.

Step 2: Reiterate the Point

Don't put too much pressure on yourself to come up with the perfect response right away. You're unlikely to succeed. Try this instead: simply and calmly repeat your critic's remarks to her to ensure that you've understood him correctly. "So, what you're saying is.," say with steady eye contact and a non-aggressive tone, putting her complaints in your own terms. The idea is to shift the focus away from any personality conflicts and toward substantive issues.

Step 3: Open up Both Perspectives

The tactic of objective repetition may throw her off and cause her to regress. If that's the case, now is a good opportunity to start a meaningful debate about the criticism. If you choose this approach, phrasing your response with phrases like "from my perspective" or "I can understand how you may get that impression, but I probably haven't adequately expressed that" is a good strategy. Respect is established as a vital component of the dialogue as a result of this. You'll have demonstrated that you're willing to consider things from her point of view and that you understand how she came to her views. You'll now give her the chance to repay the favour.

Step 4: Make a Polite Exit

If, on the other hand, your critic persists in his objections even after you repeat them in his own words, you'll need to take some time to come up with a good response. You've demonstrated that you understand "where he's coming from," presumably without revealing any anger or embarrassment. It's now time to make a gracious leave. You might remark, "That's definitely something to think about moving future, and I appreciate the comments." This portrays you as someone who is sincerely trying to do their best – and it focuses on future interactions.

Keeping Your Self-Esteem

Regardless of how effectively you handle your critic, being subjected to unjust criticism can be a humbling experience. As a result, it's critical that you don't let the experience hurt your self-esteem or confidence.

The most important thing to keep in mind is that we're discussing unfair criticism rather than constructive comments. It's not always fair to criticize since it's simply incorrect. Sometimes it's unjust because it's about something that has nothing to do with how you execute your work. In any case, keep in mind that it indicates flaws in your critic, not in yourself.

If you find yourself dwelling on it, use thought awareness, rational thinking, and positive thinking tactics to convince yourself that you, your abilities, and your actions did not merit the criticism they received.

It's easy to lash out in the face of unfair criticism, but this is rarely a good career move. Instead, maintain control of the situation by keeping calm, asking your critic to repeat his or her remarks, and then confirming that you understand them. You might

see that the critique is based on a misunderstanding or a different point of view, in which case it's rather simple to correct.

Summary

Individuals must consider how they relate to others in order to perceive and communicate with the social world. Self–other understanding is at the heart of social cognition, and it's a key principle in studies of simple processes like action perception and empathy, as well as more complex social behaviors like collaboration and intergroup interaction.

"How people think about other people and themselves, and how they come to some sort of coherent understanding of each other," Susan Fiske said. The first major wave of social cognition research was sparked by cognitive dissonance theory, though much of it took place before the word "social cognition" was coined in the 1950s and 1960s.

The emphasis then shifted to attribution theory. This is about "theories" people make up to justify their own and other people's actions. To give credit or blame for an action is to make an attribution. In general, this entails performing a cause-and-effect analysis on an individual or a circumstance. The fundamental attribution error is the propensity to blame one's own actions on external factors (therefore easily forgiven). Other people's behavior, on the other hand, is due to internal causes. As a result, the fundamental attribution error is self-serving, allowing people to blame others for actions that they would excuse in themselves.

Person perception is a significant area of study in social cognition. People form first impressions quickly in many cases.

Within milliseconds, stereotypes are applied. They can be thought of as a type of cognitive economy or shortcut, as they are used instead of more time-consuming interpretations.

Check Your Understanding

1. The three aspects of the _____ are thoughts, emotions, and actions.

2. The _____ is used to improve a person's perception of other people.

3. The act of understanding and listening to another person's feedback is known as _____.

4. _____ is a metric for determining how much of an impact you have on others as an individual.

5. Self-respect is described as a sense of _____ toward oneself, one's choices, and one's life.

6. _____ is a communication skill that falls somewhere between passivity and aggression.

7. _____ people have a tendency to feel too deeply or too much.

8. A _____ gathers facts, stats, and data that help it put together the details it needs to come up with rational fact-based solutions in the same way.

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9. The ability to change one's actions in response to a changing environment is known as _____.

10. A _____ is a set of abstract information and concrete examples about a specific social object.

11. The _____ is the process of inferring and assigning a cause to a behavior.

12. _____ are generalized ideas regarding the characteristics of people who belong to the same social group.

13. Heuristics are basic rules that people use to make choices, make decisions, and solve problems when they have_____ knowledge.

Activity

1. Compare the TEA Model and the Johari Window Model by implicating the models in your own life.

2. Use the concept of six thinking hats to solve a problem.

Glossary

1. **Consciousness -**. The state of being aware of and responsive to one's surrounding

2. **Heuristic** - enabling Someone to discover or learn something for themselves

3. **Cognitive** - Concerned with the act or process of knowing

4. **Appraisal** - An act of assessing something or someone

5. **Adolescence** - the period following the onset of puberty during which a young person develops from a child into an adult.

6. **Self-esteem**- confidence in one's own worth or abilities; self-respect.

7. **Self-efficacy** - the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations

8. **Tenacity** - the quality or fact of being able to grip something firmly; grip.

9. **Etiquette** - the customary code of polite behaviour in society or among members of a particular profession or group.

10. **Intuitive** -having the ability to know or understand things without any proof or evidence

11. **Neuropsychological** - is the discipline which investigates the relations between brain processes and mechanisms on one hand, and cognition and behavioural control on the other.

12. **Stereotypes** - a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Questions and references

1. Explain the concept of self.

2. What are the various models of self? Explain the Johari Window Model.

3.   What is self-efficacy? Explain its importance.

4.   What are some of the assertive skills?

5.   Explain the ICEDIP Model.

6.   Explain the role of six thinking hats used in the concept of problem solving.

7.   Define cognitive flexibility.

8.   What are some of the common cognitive errors?

9.   What do you understand by social cognition?

10. Explain self-serving bias.

11. What are the consequences of stereotyping?

Answers to check your progress

1.   T.E.A. Model

2.   Johari window model

3.   feedback solicitation

4.   Personal effectiveness

5.   honour and integrity

6.   Assertiveness

7.   Highly sensitive

8.   White hat

9.   cognitive flexibility

10. schema

11. attribution process

12. Stereotypes

13. insufficient

Module-2

Structure:

Unit-2: Attitudes And Emotional Intelligence

Introduction

The problem of attitudes is closely linked to the subject of perception and attribution—indeed, it is heavily influenced by it. An attitude can be characterized as a tendency to react favorably or negatively to objects or people in one's environment. When we like or dislike something, we are essentially voicing our feelings about that person or thing.

There are three critical aspects of this concept to consider. To begin with, an attitude is a hypothetical construct; that is, although the effects of an attitude can be observed, the attitude itself cannot. An attitude, on the other hand, is a one-dimensional concept: A person's or object's attitude may vary from extremely favorable to extremely unfavorable. We either like or hate something (or we are neutral). It is either pleasurable or unpleasant. In any scenario, the attitude can be assessed using a single evaluative scale. Finally, attitudes are thought to be linked to subsequent behavior.

Another concept that we will study in this unit is of Emotional Intelligence. Emotional Intelligence, Emotional Leadership, Emotional Quotient, and Emotional Intelligence Quotient are all characterized as an individual's ability to identify, interpret, comprehend, and conduct their own feelings, as well as use emotional knowledge to measure one's Emotional Intelligence at Workplace toward a specific goal. The goal of emotional intelligence at work is to allow workers to distinguish between the emotions that arise when we empathize with a coworker and when we have in-depth discussions with our significant other about our relationships. It enables us to connect with others and live a happier, more balanced life. It not only encourages employees to network with their coworkers, but it also aids the company in presenting a straightforward image of the individual's fit, regardless of their qualifications.

2.1.1 Understanding Attitudes

The power of the situation has been recorded by social psychologists as influencing our behaviour. Now we'll look at how the situation's power will affect our attitudes and beliefs. Attitude is our evaluation of a person, an idea, or an object. We have opinions on a variety of topics, ranging from grocery products to people all over the world to government policies. In most cases, views are either favourable or unfavourable: positive or negative (Eagly & Chaiken, 1993). They also have three parts: an affective (feelings) component, a behavioral (attitude's impact on behavior), and a cognitive (belief and knowledge) component (Rosenberg & Hovland, 1960). You might, for example, have a favourable attitude toward recycling. This mindset can lead to optimistic feelings about recycling (e.g., "It feels nice to recycle" or "I like knowing that I'm helping to reduce the amount of waste that ends up in landfills"). This mentality should undoubtedly be expressed in our behavior: you recycle as much as possible. Finally, positive thoughts (for example, "Recycling is good for the environment" or "Recycling is the responsible thing to do") will reflect this mentality.

External factors affect our attitudes and beliefs, but we also have power over internal influences. Our attitudes and thoughts, like our actions, are not always influenced by external factors, but they can be actively influenced by our own free will.

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We'll talk about the circumstances under which we'd like to change our own attitudes and beliefs in this segment.

Definition of Attitude

Our overall evaluations of individuals, groups, and artifacts in our social environment are referred to as attitudes. Making a judgment about liking versus disliking or favouring versus disfavouring an attitude item is part of reporting an attitude. Attitudes are important because they influence how we perceive the world as well as how we behave. Indeed, Gordon Allport said over 70 years ago that the attitude concept is the most important concept in social psychology. That statement holds true today, with the study of attitudes at the forefront of social psychological theory and science.

The Structure of Attitudes

Aside from the content of attitudes, another critical consideration is how positive and negative evaluations are stored in memory. Positive emotions, beliefs, and behaviors are often believed to avoid the development of negative feelings, beliefs, and behaviors. In other words, the positive and negative aspects of behaviors are stored at opposite ends of a single dimension, and people prefer to perceive either end of the dimension or somewhere in between, according to this one-dimensional viewpoint.

A two-dimensional view, on the other hand, means that positive and negative elements are stored on two different dimensions. One dimension indicates whether the attitude has a few or a lot of positive elements, and the other indicates whether the attitude has a few or a lot of negative elements. This viewpoint asserts that people's attitudes can include any mix of positivity and negativity. As a consequence, attitudes may also include both strong positive and negative elements, a phenomenon known as attitudinal ambivalence. This ambivalence is a key factor in determining whether or not beliefs are firmly held and resistant to change. Ambivalent attitudes, for example, are less likely to predict behaviour, according to studies. Furthermore, when people have an ambivalent mind-set, they give more attention to a persuasive appeal.

2.1.2 Characteristics of Attitude: Valence

Valence is a word that has a lot of different. It is the magnitude of the degree of favorability or unfavorability toward the object. We are more concerned with the valence when calculating attitudes. A person's attitude toward an object has a low valence if he or she is largely uninterested in it. If an individual is extremely positive or negative toward an attitude object, on the other hand, his attitude will have a high valence.

In our emotional lives, the distinction between positive and negative is crucial. Based on appraisals of (un)pleasantness, goal obstructiveness/conduciveness, low or high strength, self-(in)congruence, and moral badness/goodness, qualitatively different types of valence are proposed in appraisal theories, particularly in the component process model of emotion (Scherer, 1984, 2010). This multifaceted understanding of valence is in line with the common occurrence of mixed emotions in everyday life. However, it seems to contradict the one-dimensional conceptualization of valence seen in many psychological theories, as well as the idea of valence as a common currency for explaining option behaviour.

2.1.3 Characteristics of Attitude: Multiplicity

It refers to the number of components that make up an attitude. For instance, one student may display interest in studies, while another demonstrates interest while also working hard, honestly, and seriously. Similarly, one employee may be merely loyal to their employer, while another may be loyal, respectful, fearful, and reliant.

Multiplicity is a general concept that refers to any mental or physical experience of more than one self. People have very different ideas about what it means to have this "more than one" experience. These encounters are regarded as sacred and important in some cultures, while they are regarded as highly negative and harmful in others. People's experiences range from profoundly distressing and potentially life-threatening to deeply precious and potentially life-saving or enhancing. Some people have had both extremes in their lives. Some people see these selves outside of their bodies as people with whom they can communicate, while others do not. Multiplicity can be a transient state for some, but it is permanent for others – this can be a good or bad thing. It can be perplexing to become aware of the many different ways people interpret multiplicity experiences, but it can also allow us to expand our understanding and communicate with others who have a variety of meanings and experiences.

Whether an attitude system contains one or a few attitudes, it is said to be "simple," whereas if it contains several attitudes, it is said to be "complex." An attitude toward an individual, for example, is a simple attitude, while an attitude toward health and well-being is a complex attitude that includes attitudes toward physical and mental health, as well as perspectives on happiness and well-being.

2.1.4 Characteristics of Attitude: Relation to Needs

Attitudes differ depending on the needs they represent. Individual attitudes toward movies serve only entertainment needs, while employee attitudes toward tasks can serve strong protection, accomplishment, acknowledgement, and satisfaction needs.

2.1.5 Characteristics of Attitude: Centrality, Pervasiveness

Centrality

The centrality of the attitude object to the person is one of the most prominent characteristics of attitude. The object's value is shown by the centrally. Individual attitudes that are important to them would be less prone to change.

In the theoretical literature, the idea that attitudes or their subjects differ in significance, centrality, ego participation, and other factors is widespread. However, there are several different interpretations of this property, and they are often ambiguous. Some theorists regard it as an attitude property, i.e., the degree to which or the manner in which a given attitude is linked to other attitudes, beliefs, or values held by the person (for example, Katz; Lauer; Rokeach). Others see it as a property that defines a person's relationship with possible attitude objects. Converse takes this approach (as do Newcomb et al.). Unlike the previous perspective, this one explicitly acknowledges the obvious, but often overlooked, fact that an individual mayor may or may not have an attitude toward a specific object of research interest. The preceding arguments are founded on this centrality viewpoint.

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Pervasiveness

Attitude can be seen in almost every part of society.

It is created during the socialization process and can be associated with something in the world. A person's attitudes toward religion, politics, leaders, or countries may be both positive and negative.

The way a person feels about something, a person, a location, a commodity, a situation, or an idea can be described as attitude. Individuals' attitudes are a significant psychological trait that influences their behaviour.

2.1.6 Characteristics of Attitude: Invisible, Acquired

Invisible

Attitudes are a psychological trait that cannot be observed directly. However, we can indirectly observe an attitude by studying its effects. For example, if an individual is extremely productive, we can assume that he values his work.

Acquired

Over a period of time, people develop attitudes. The process of acquiring attitudes begins in infancy and continues throughout a person's life attitude of a child. If, for example, family members have a positive attitude toward business but a negative attitude toward service, the child is more likely to develop similar attitudes toward these objects.

2.1.7 Components of Attitudes

The three components of attitudes are as follows:

1. Cognitive Component

This component covers an individual's beliefs about a specific person, object, or circumstance. It is a value statement to believe that "discrimination is wrong." An attitude's cognitive component is such an opinion. Learned values, such as "you need to work long hours to get ahead in this career," result in behaviors that influence workplace behavior. A person's expectations or beliefs are reflected in the cognition part of their attitude. Cognitive components are evaluative views that can be assessed using attitude scales or questions about thoughts. The cognitive aspect of an attitude is reflected in the statement "I believe Japanese workers are industrious." The cognitive aspect of attitude sets the tone for the more important affective component.

2. Affective Component

This component refers to an individual's feelings about a person, object, or situation as a result of his or her views about that person, object, or situation. When a person assumes that hard work brings promotions, he or she will become enraged or frustrated if he or she works hard but does not receive a promotion. As an individual has more regular and direct contact with a focal object, person, or circumstance, the affective component becomes stronger. An attitude's emotional component is called affect.

It describes how a person feels about something or someone. "I like this" or "I prefer that" are examples of declarative statements that represent the affective portion of an attitude. Physiological measures such as galvanic skin response (changes in electrical resistance of the skin that signify emotional arousal) and blood pressure are used to assess affect. By assessing physiological arousal, these measures display changes in emotions. A change in arousal can indicate that a person is attempting to hide his or her feelings.

3. Behavioural Component

This component describes the individual's behavior as a result of how he or she feels about the focal person, entity, or circumstance. Because he or she is unhappy with work, a person can complain, request a transfer, or be less efficient. The desire to act in a certain way against someone or something is referred to as the behavioral aspect of an attitude.

An evaluation of our behavior toward a female boss, for example, will reveal our attitudes toward women in management. Depending on our mood, we can be helpful, passive, or aggressive. The behavioral aspect of an attitude is assessed by evaluating behavior or questioning others about their intentions or behavior.

Attitude in Organisational Behaviour

Understanding the dynamics of attitudes and the possible relationship between attitude and behavior is easier when they are broken down into three components: cognition, affect, and behavior. In a person's memory, the object of an attitude is interpreted as a prototype. After that, an individual evaluates an object using an attitude as a schema. The individual can rate the object as good or bad, positive or negative, favourable or unfavourable, and then decide on a strategy for dealing with it. The ease with which an attitude can be triggered has an effect on its execution. Personal experiences with the object, as well as repeated expressions of the attitude, make it more accessible. As a result, attitude-related knowledge aids in the processing of complex information.

2.1.8 What are Emotions?

We feel a wide range of emotions as we go about our everyday lives. The term "emotion" refers to a subjective state of being that we often refer to as "feelings." While the terms emotion and mood are often used interchangeably, psychologists use them to refer to two distinct concepts. Typically, the term emotion refers to a powerful, subjective affective state that arises in response to something we see or experience. Emotions are often assumed to be consciously felt and deliberate. Mood, on the other hand, refers to a prolonged, less extreme affective state that is not triggered by something we encounter. Mood states can not be understood consciously, and they lack the intentionality associated with emotion (Beedie, Terry, Lane, & Devonport, 2011).

We may be in the throes of joy or the abyss of despair. When we are deceived, we can feel enraged, fearful when we are threatened, and shocked when something unexpected occurs. This segment would go through some of the most well-known explanations for understanding our emotional experiences as well as the biological

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underpinnings of emotion. This section discusses about the pervasiveness of emotional facial expressions and our ability to recognize them in others.

Emotions are subjective experiences that include physiological arousal as well as cognitive evaluation. To understand our emotional experiences, various hypotheses have been proposed. According to the James-Lange theory, emotions occur as a result of physiological arousal. According to the Cannon-Bard theory, emotional perception occurs concurrently with and independent of physiological arousal. According to the Schachter-Singer two-factor theory, physiological arousal receives cognitive labels based on the relevant context, and these two factors combined result in an emotional experience.

The limbic system, which comprises the amygdala and the hippocampus, is the brain's emotional circuit. Both of these structures have been linked to both natural cognitive processing and psychological mood and anxiety disorders. Learning to fear is linked to increased amygdala activation, which is seen in people who are at risk for or suffering from mood disorders. In people with posttraumatic stress disorder, the volume of the hippocampus has been shown to be decreased.

Regardless of cultural background, the capacity to create and interpret emotional facial expressions appears to be universal. However, there are cultural display rules that govern how often and under what situations different emotions should be displayed. We can also convey knowledge about our emotional states through our voice tone and body language.

2.1.9 Healthy and Unhealthy Expressions of Emotions

Emotions are small signs that help us assess how satisfied we are with our lives. They will assist us in determining if we are mentally stable or whether we need to speak with a therapist who can assist us in decoding and attaching them, resulting in mental rehabilitation. Emotions also serve as a true compass, pointing us in the right direction in our lives and revealing the facets of our personality and actions that we need to work on.

Recognizing inner emotions as they arise is an ability known as self-awareness, and it is the foundation of emotional intelligence. To build self-awareness, we must be able to distinguish between healthy and unhealthy emotions.

Unhealthy emotions are marked by a high level of intensity and a long duration. The individual often states that he or she is aware of their heaviness but is unsure of how to overcome it. They have no leverage over them and they have a major negative impact on their day-to-day operations (poor appetite, insomnia, inability to concentrate, etc.). When a person has unhealthy feelings, it is usually an indication that he or she is going through a tough time in life or that he or she has entered a psychological magic circle that can lead to mental illness. To avoid this condition, make an appointment with a counsellor or psychotherapist who can teach you strategies for managing negative emotions.

A few of the most commonly felt unhealthy emotions are:

● Fear

● Anger

● Disgust

● Sadness

● Rage

● Loneliness

● Melancholy

● Annoyance

Healthy emotions, on the other hand, allow us to go on with our lives even though we are dissatisfied with a particular situation. They aren't as intense or as long-lasting.

Some healthy emotions include:

● Love

● Joy

● Satisfaction

● Contentment

● Interest

● Amusement

● Happiness

● Serenity

Effect of Healthy and Unhealthy Emotions

When it comes to the brain, both healthy and unhealthy emotions play important roles, but they are usually distinct.

Healthy emotions, for example, have been shown to have the following effects on the brain:

● They will improve our cognitive efficiency by raising our spirits rather than disturbing us as negative emotions do (Iordan & Dolcos, 2017).

● Positive emotions can activate reward receptors in the brain, resulting in lower stress hormone levels and a sense of well-being (Ricard, Lutz, & Davidson, 2014).

● Positive or healthy emotions can assist us in broadening our horizons and expanding the reach of our brain's concentration (Fredrickson, 2001).

● Meanwhile, unhealthy emotions have been shown to have the following effects on the brain:

● Facilitating emotional conflict processing, allowing us to make sense of incongruent or contradictory emotional data; in other words, negative emotions will assist us in +98resolving difficult emotional issues (Zinchenko et al., 2015).

● Unhealthy emotions can help us understand incongruent or contradictory cognitive knowledge by facilitating cognitive conflict processing; in other words, negative emotions can help us make sense of ambiguous signals (Kanske & Kotz, 2010; 2011).

● Reducing empathy, which can help us remain focused on our goals and avoid being too concerned with others (Qiao-Tasserit, Corradi-Dell'Acqua, & Vuilleumier, 2017).

● Both have a significant effect on our brain, and their functions are complementary rather than competitive.

2.1.10 Relevance of Emotional Intelligence at Workplace

Emotional intelligence refers to a person's ability to communicate and regulate his or her emotions, as well as embrace and preserve emotional stability with others. Maintaining emotional stability at work has become more difficult for today's young people as competition has increased and stress has increased as a result of this race. Understanding and acknowledging one's own and others' emotions to some degree requires elucidating about Emotional Intelligence.

The ability to interpret, reason for, understand, and control your own and others' emotions is critical to emotional intelligence. In the workplace, emotional intelligence is essential for leading integrated, high-performing teams. Emotional intelligence, according to researchers and behavioral scientists, influences how leaders connect with their teams and how their team members interact with them and each other.

Leaders and managers who are emotionally intelligent know how to control their emotions and actions at work, creating safe environments for sharing ideas and input, effective collaboration and success, high morale, employee engagement, and job satisfaction. They carefully handle organizational tension and conflict, and they teach their co-workers to do the same. Emotional intelligence is important in the workplace for many reasons.

● You can understand nonverbal communication if you are emotionally intelligent. You have the opportunity to correct a problem before it becomes a problem. For example, if you see a co-worker showing nonverbal signs of sadness, you might like to speak with them to figure out what's going on.

● You can be self-aware of personal emotions if you understand emotions. This ability will help you change your behavior until it becomes a problem for a client or co-worker. If you're aware that you had a terrible weekend, you might try to change your behavior by focusing on more positive feelings.

● Emotional intelligence practice will help you develop strong leadership skills that can help your team and empower your entire organization. Emotions are infectious, so demonstrating clear encouragement, empathy, responsibility, and teamwork to your team will inspire them to follow suit.

● Progress is aided by having an emotionally intelligent workforce. Employees can make better decisions and complete assignments more quickly when they are empathetic and consider each other's emotions.

● Emotional intelligence can contribute to advancement in your career, such as pay raises and promotions. Many of the characteristics of emotional intelligence are similar to those of leadership abilities. Patience, active listening, positivity, and empathy are all skills that will help you advance to a leadership position.

2.1.11 Emotional Intelligence and Competence

According to Daniel Goleman, the psychologist who popularized the concept of emotional intelligence, there are five main emotional intelligence competencies that fall into two categories: personal competence (skills that focus on the individual rather than interactions with others) and social competence (the ability to understand others' moods, thoughts, and emotions to improve the quality of relationships).

The following are the five main Emotional Intelligence Competencies:

1. Self – Awareness:

Self-awareness refers to a person's ability to recognize and consider their own strengths and weaknesses. Individuals with high emotional intelligence are able to control their emotions and do not allow them to spiral out of control at any time; they also seem to be very secure in their decisions. Self-awareness is one of the important factors in enhancing emotional intelligence, and a person who can understand their own emotions will be able to develop themselves in a better way.

2. Self-Regulation:

Self-regulation is a technique for managing emotions in which a person thinks before acting. An individual will self-regulate, assess their thoughts and decisions, and then proceed to a valid conclusion. Most significantly, they maintain the courage to be forthright in refusing or saying no to things that they do not believe are compelling.

3. Motivation:

The ability to keep yourself focused allows you to complete every task without difficulty. Staying motivated at work is important because there is a lot of tension and work pressure there, and when you face a problem, self-motivation will assist you in seeking a solution. You will also complete tasks assigned to you with greater productivity and demonstrate your abilities at work if you remain motivated.

4. Empathy:

Maintaining high emotional intelligence in the workplace often requires empathy. Empathy is when you try to consider your co-worker's plight and try to assist them in seeking a solution. Empathy is a vital quality for any leader to possess; listening to teammates' ideas and considering their perspectives can result in a positive and successful outcome. This component will be critical in maintaining positive workplace relationships and communication.

5. Social Skills:

Having outstanding social skills is another significant aspect of maintaining high emotional intelligence. A person must express their ideas, requirements, or questions, which necessitates the use of social skills such as communication and conveying them to co-workers. A person with good social skills can effectively communicate his or her ideas or decisions to colleagues or subordinates. Additionally, communicating with your representatives and proposing or presenting your ideas would demonstrate your commitment to the job or mission at hand.

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Importance of Emotional Intelligence Competencies

Individuals with high Emotional Intelligence have a positive impact on their daily lives. The following are some of the reasons why emotional intelligence competencies are so important:

● Emotional Intelligence aids in the development of strength and motivation. It decreases procrastination and boosts self-esteem.

● It also allows you to build stronger support groups, conquer challenges, and persevere in life with more optimism.

● You will have a greater understanding of those around you if you are empathetic.

● You should express your feelings in a positive manner whether professionally or in your personal space.

● You have a better understanding of the emotions, responses, and desires of the people you care about, which can lead to deeper and more satisfying relationships.

● You can also handle all the tension life throws at you with Emotional Intelligence, whether physically or mentally.

● You will save yourself from succumbing to depression or anxiety, all of which have physical consequences.

● You will also have a better mental outlook on life if you have high Emotional Intelligence.

Emotional Intelligence Competencies are now widely regarded as the essential factors that distinguish star performers from the rest of the pack, according to decades of research. It has an impact on how we handle our actions, resolve complexities, and make personal decisions that lead to positive outcomes. Emotional intelligence is the foundation for a wide range of important skills, and it has an effect on almost everything we say and do on a daily basis. As a result, emotional intelligence plays an important role in an individual's overall personal and social well-being, and it can be produced in a variety of ways.

2.1.12 Components of Interpersonal Intelligence

Interpersonal intelligence refers to a person's ability to communicate efficiently with others. This requires them to comprehend what is going on in the minds of others. It can be seen in a person's ability to form and sustain human relationships.

This means you're more receptive to other people's moods, temperaments, intentions, motives, emotions, motivations, perspectives, and characteristics if you have interpersonal intelligence.

It will be simple to learn from others and find out how to better contribute to their personal growth once you are able to correctly interpret these variables.

Understanding circumstances, handling relationships, and negotiating conflict all require interpersonal intelligence.

Some of the components of interpersonal intelligence are:

1. **Social Sensitivity:** Everyone has their own set of boundaries when it comes to how far they can go in social situations. This is why certain people are easily branded as narcissistic in almost every social setting in which they find themselves. The distinction is generally found in the boundaries. However, if you have a high level of interpersonal intelligence, you'll be able to gauge how far a conversation will go. You'll be able to tell from their responses, which will reveal their various emotions. You'll be able to tell their moods, emotions, and motivations by the way they handle themselves.

2. **Socially Influential:** If you are aware of how others feel, it will be easier to persuade them to do what you want. People would naturally gravitate toward you and want to be a part of everything you're doing. Building a large team of loyal supporters would be easier with this strong persuasive capacity.

3. **Concerned with the greater good:** When other people are watching you, you will almost always be in the spotlight. This means that the decisions will be scrutinized and questioned at all times. This means that in order to achieve and maintain influence, you'll need to have another unique trait: a commitment to the greater good. Your followers are loyal to you because they believe they can achieve anything if they stick with you. Human existence is like that. As a result, make sure that all you do is with them in mind.

4. **Good communicators, both verbally and nonverbally:** When trying to get a message across, having a high level of interpersonal intelligence comes in handy. By evaluating the effect of your words and any non-verbal signals, you'll be able to determine the message you're sending. Interpersonal intelligence also enables you to comprehend both verbal and nonverbal messages accurately.

5. **Highly Empathetic:** You would be able to better understand how the other person feels if you can understand the meaning they are trying to convey. As a result, you'll be able to respond adequately to their needs, and they'll be grateful, particularly if you're in a position of power.

6. **Confidence:** Interpersonal intelligence allows you to monitor the emotions in the room. You'll be able to tell whether anyone is pleased, offended, or uncomfortable. Furthermore, it would be simpler to understand why they are feeling the way they are and how best to react. This control instils confidence in you because you'll know exactly what's going on.

7. **Establish rapport quickly and easily:** If you have a high level of interpersonal intelligence, you will have no trouble getting along with strangers. You'll be able to tell what kind of person you're dealing with early on in the conversation, and you'll know how to treat them effectively.

8. **Very comfortable in social situations:** While nerds can struggle in social situations, people with high interpersonal intelligence have the reverse experience. These people love social gatherings because they enjoy engaging with other people. As a result, they learn better when they collaborate with others, so immersive learning sessions are ideal.

2.1.13 Intrapersonal Intelligence

Intrapersonal intelligence is essentially how well you understand yourself.

Intrapersonal intelligence is one of the distinct intelligences defined in Dr. Howard Gardner's multiple-intelligences theory, which divides intelligence into eight groups (the other seven are linguistic, musical, bodily-kinesthetic, logical-mathematical, naturalist, interpersonal, and spatial). "The capacity to understand oneself, to have an effective working model of oneself — including one's own interests, fears, and abilities –– and to use knowledge effectively in controlling one's own life," according to Gardner.

Intrapersonal intelligent people are usually self-motivated, introverted, and enjoy spending time by themselves. They are usually independent and have a knack for filling journals. These individuals spend a lot of time introspecting and are skilled at quieting their minds in order to meditate. It comes naturally to them to manage their emotions and carry those moods to the surface in order to accomplish an objective, and they are experts at designing tactics, plans, critical thinking, and problem solving. Intrapersonal tinkers are often adept at forging their own course without relying on the approval of others.

Importance of Intrapersonal Intelligence

Intrapersonal skills can be used in both your personal and professional lives to help you reflect and analyze yourself on a regular basis. This enables you to better control your own feelings and thoughts. In a nutshell, it's how you connect with and communicate with yourself within your brain. It's the yin to the yang of social abilities.

That takes us to intrapersonal intelligence, which is similar to emotional intelligence in several ways. Both require self-awareness and a thorough examination of your emotions. Both allow you to examine what you're feeling, why you're feeling it, and how it's affecting you.

Although emotional intelligence allows you to empathize with the thoughts and feelings of others, intrapersonal intelligence allows you to have more compassion for and understanding of your own. Intrapersonal intelligence aims to identify your motivations, areas of strength, and areas where you can improve.

Characteristics of Intrapersonal Intelligence

● They are always searching for ways to improve themselves.

● They learn from their mistakes and don't make the same ones again.

● They are able to express themselves through creativity and are aware of what they want and how to obtain it.

● Apply what they've learned in their own lives.

● Self-awareness on a high level

● Needs time alone for contemplation in order to grasp the "self"

● Entrepreneurial inclination

● They are aware of their strengths and have a degree of introversion.

● They work well on their own and are self-motivated.

● Philosophical and intuitive

Summary

Our understanding of how we see the world plays an important role in how we think

about ourselves and others. As we've seen in previous modules, our personality and the ways we think and interpret things are influenced by our self-awareness and the ways we think and perceive things, which are also riddled with errors and prejudices. In this module, we concentrated on our attitudes. They're the icing on the cake when it comes to figuring out how we think about ourselves and others. This module helped in covering what they are, why they are relevant, the predictive nature of attitudes, and how our behavior can influence our attitudes.

Another important topic that this module covers is Emotional Intelligence. Despite the fact that the field of emotional intelligence is relatively new in the field of psychological research, it is one that no progressive organization can overlook. Workers that are emotionally intelligent would be valuable assets not only to the company, but also to the group of employees and consumers with whom the company communicates. It is therefore critical for the company to dig far deeper into this area and establish or implement measurement procedures that will aid in identifying and cultivating professional employees who will delight the company in the long run.

Check your Understanding

1. Attitudes are important because they influence how we _____ the world as well as how we behave.

2. The _____ of attitude sets the tone for the more important affective component.

3. The term _____ refers to a subjective state of being that we often refer to as "feelings."

4. According to the James-Lange theory, emotions occur as a result of _____.

5. _____ refers to a person's ability to communicate and regulate his or her emotions, as well as embrace and preserve emotional stability with others.

6. _____ is a technique for managing emotions in which a person thinks before acting.

7. Interpersonal intelligence refers to a person's ability to _____ with others.

8. _____ people are usually self-motivated, introverted, and enjoy spending time by themselves.

Activity

1. Try to figure out your healthy and unhealthy expression of emotions.

2. Try to find your various interpersonal intelligence skills. Give examples from your experience in real life for each of your skills.

Glossary

1. **Pervasiveness** - the quality of spreading widely or being present throughout an area or a group of people.

2. **Melancholy** - a feeling of pensive sadness, typically with no obvious cause.

3. **Serenity** - the state of being calm, peaceful, and untroubled

4. **Empathy** - the ability to understand and share the feelings of another.

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5. **Scrutinized** - examine or inspect closely and thoroughly

6. **Introversion -** the quality of being shy and reticent.

7. **Optimism** - hopefulness and confidence about the future or the success of something.

8. **Competence** - the ability to do something successfully or efficiently.

Questions and References

1. Explain the various characteristics of Attitude.

2. What are the three components of attitude?

3. What are emotions?

4. Differentiate between healthy and unhealthy expression of emotions.

5. Why is emotional intelligence important in the workplace?

6. Explain the five main emotional intelligence competencies.

7. What are some of the components of interpersonal intelligence?

8. What do you understand by intrapersonal intelligence? State its characteristics.

Answers to check your progress

1. perceive

2. cognitive aspect

3. emotion

4. physiological arousal

5. Emotional intelligence

6. Self-regulation

7. communicate efficiently

8. Intrapersonal intelligent

Module-3

Structure:

Unit-3.1: Leadership and Managing Excellence

3.1.1   Team Design Features

3.1.2   Life Cycle of a Teams

3.1.3   Types of Team Building

3.1.4   Development of Team Building

3.1.5   Issues in Team Performance

3.1.6   Types of leaders

3.1.7   Leadership styles in organizations: Part 1

3.1.8   Leadership styles in organizations: Part 2

3.1.9   Situational Leadership

3.1.10   Strategic Leadership and Change Management- Mentoring, Building Trust, Building a Culture of Inclusion: Part 1

3.1.11   Strategic Leadership and Change Management- Mentoring, Building Trust, Building a Culture of Inclusion: Part 2

3.1.12   Sociometry (Sociometry Criteria, Applications of Sociometry, Construction of sociogram)

3.1.13   Personal Branding

3.1.14   Time Management

3.1.15   Work Life Integration

3.1.16   Relationship Management (Personal & Professional)

Unit-3: Leadership and Managing Excellence

Introduction

The effective supervision of specific goals is known as management excellence. The principle of achievement is the first aspect of management excellence. A satisfactory outcome or result can be described as success. Successful managers aim to produce excellent outcomes by taking into account all stakeholders.

A well-defined, realistic, and passionately performed leadership development process is one of the most powerful aspects of any company recognized for long-lasting excellence. Without a committed dedication to cultivating tomorrow's leaders from today's great workers, long-term organizational excellence is impossible. There are several ways to create an effective leadership development program, but the first step is to instill the fundamental management skills in both current and future managers. Peter Drucker, widely regarded as the founder of modern management theory, has a straightforward approach to management: leaders do it correctly.

Leaders are one form of individual who has control over others in the sense that they may manipulate them. Leaders are in a position to exercise leadership, which is described as the ability to guide or encourage others to achieve a common goal (Chemers, 2001; Hogg, 2010). Leaders have a variety of leverage strategies at their disposal, including: They can issue commands and implement them with rewards or coercion in some cases, resulting in public obedience to the commands.

Focusing on individual variables is one way to consider leadership. Personality theories of leadership are explanations of leadership based on the premise that certain individuals are simply "natural leaders" because they have personality traits that enable them to be successful (Zaccaro, 2007). Intelligence is a personality trait that has been linked to successful leadership. Intelligence enhances leadership, as long as the leader can communicate in a way that his or her followers can understand. Communication skills, imagination, self-confidence, emotional health, conscientiousness, and agreeableness are some of the other factors that influence leadership effectiveness.

3.1.1 Team Design Features

A group of people is not a team, even though they can learn to act as one. A team is a group of people who work together to accomplish common goals. Being on a team does not imply that personal agendas are completely suppressed, but it does necessitate a commitment to the vision and requires each member to work for the team's goal. Members of teams differ from other types of groups in that they are based on a common purpose or product, such as giving a presentation, debating a subject, writing a report, developing a new design or prototype, or winning an Olympic team medal. In addition, teams are also characterized by their relatively small size.

Companies with effective teams have a huge competitive advantage. The sum is genuinely greater than the pieces of a well-functioning team. Members of a team not only profit from each other's different backgrounds and viewpoints, but they also help each other to be more creative. Furthermore, for many people, working in a team is more enjoyable than working alone.

1. Team Composition

The configuration of team member features, or team composition, is a crucial enabling condition for successful teamwork. A well-balanced team possesses the necessary expertise and skills while also taking into account how team members' individual differences, such as personality traits, beliefs, and demographics, interact to shape teamwork and, ultimately, team performance. Mental, personality, and organizational psychology theories are used to describe how team structure affects team members' attitudes, actions, and thought. Team member attributes can vary from malleable characteristics like experience and competence to more permanent distinctions like demographic factors (e.g., race) or personality traits; attributes are also known as knowledge, skills, abilities, and other characteristics (KSAOs). Surface-level and deep-level composition variables are often distinguished. Surface-level variables are easily identifiable features (e.g., race) or easily accessible knowledge (e.g., professional background) that can influence perceptions before and during interactions, as well as affect, behavior, and cognition. Deep-level variables are psychological differences between team members, such as personality traits, that influence affect, actions, and cognition as they interact. Deep-level composition variables, in general, have a greater and longer-lasting effect on teamwork and efficiency than surface-level variables.

Effective team members are also able to work together with others and have useful expertise and experience for the team's goals. In particular, research shows that high-performing team members are more supportive with others and are more mindful of others' needs and perspectives.

Diversity is another critical aspect of team composition. In situations involving complex problems requiring creative solutions, teams with diverse knowledge, expertise, and experiences are typically more successful. One explanation for this is that people from various backgrounds see a challenge or opportunity from various angles. Another explanation is that they usually have a more extensive knowledge base.

A third explanation for preferring diverse teams is that they better serve the team's constituents, such as other agencies or clients of similar diverse backgrounds. Diverse employees, however, take longer to become a high-performing team and are more likely to encounter friction, which may potentially split team members into subgroups. When diverse knowledge is not needed and the team has limited time to build, it is often preferable to form a team of like-minded and qualified people.

2. Team Roles

Every work team and informal group has a variety of tasks that are essential to the team's mission and smooth operation. A role is a collection of behaviors that people are supposed to exhibit as a result of their positions in a team or organization. Certain roles assist the team in achieving its objectives, while others establish relationships to ensure the team's survival and that team members' needs are met. Many team positions are officially allocated, but others are taken on an ad hoc basis based on each team member's personality, beliefs, and skills.

During the storming stage of team formation, these position priorities are normally sorted out. However, in a fast-paced setting, team members are often called upon to fill a variety of roles according to the needs.

3. Team Task Characteristics

Experts are also trying to figure out what types of work are suitable for teams. According to some research, teams are more successful when their tasks are well-structured, as a clear structure makes it easier to organize work among multiple people. However, other research suggests that teams thrive on more complex cases because the complexity motivates them to collaborate.

While task structure and task complexity are not mutually exclusive, finding complex work that is well organized can be difficult.

Task interdependence is an important task characteristic for teams since it determines how often team members must share similar inputs to their individual tasks, communicate when conducting their work, or achieve results (such as rewards) that are partially decided by the success of others. The greater the task interdependence, more the teams, rather than individuals working alone, are needed. When employees' activities are strongly interdependent, they are more driven and satisfied—but only when team members have the same job goals, such as representing the same clients or jointly assembling the same product.

3.1.2 Life Cycles of a Team

Any group's personality can shift dramatically over time. There are several hypotheses about group development, but the majority of them assume that groups go through a series of stages – a life-cycle.

Bruce Tuckman's group model, which he developed in 1965, is perhaps the most influential model of group growth. His model has been adopted by many scholars and professionals who work with communities.

Many organizations will go through at least some of Tuckman's stages of group development over time. However, not all groups will go through each stage; this will be determined by a variety of factors and variables, including the length of time the group will be together, how the group is organized, the group's goals and objectives, and the style of leadership and behavior of those in the group.

1. The Group's Establishment and Formation (Forming)

Individuals in the group are brought together at this time.

This can be a challenging time for people as they learn how to act in a group setting. Individual exploration is encouraged, with members of the community getting to know one another and finding shared interests. This can be a very daunting experience for some of the less outgoing people.

This stage of group formation is ideal for practicing interpersonal skills including building rapport and questioning.

2. Fragmentation and Group Conflict (Storming)

Individuals in the group are exerting themselves – assertiveness – at this point.

Conflicts of power may arise, and members may question the leader's position and authority. Individuals test and define their positions, pushing boundaries to find suitable medians - this stage can be extremely turbulent and unpredictable. As individual tensions and disagreements emerge, the group can lose sight of its original goals, leading to cynicism, a lack of enthusiasm, and dissatisfaction, with some members withdrawing or even leaving the group.

3. The Formation of Group Norms (Norming)

Surprisingly, groups tend to develop greater cohesiveness, mutual trust, and a sense of belonging among members after a time of conflict.

This is a process of negotiation, where members of the group begin to take responsibility for the emotional and social well-being of the group as a whole, and it can be a constructive and stable time. This is referred to as group maintenance. From here, the group will begin to focus its attention on the group's goals or tasks.

4. The Working Stage (Performing)

At this point, the group's primary focus will be on achieving its goals and fulfilling its mission.

Members should be able to function well together by now, with individual strengths and talents being recognized and used to the group's benefit.

The group should have achieved a high level of cohesion and confidence by this stage, without which morale is likely to be low. After establishing a clear group identity and recognizing each member's position, the group may be able to function independently of the leader.

5. The Disbanding Stage (Adjourning/Mourning)

Some people have a short lifespan. There may be groups that form during a training course or pressure groups that are formed to accomplish a particular goal.

If the group's goals are achieved, there will be no need to proceed. This can be a sad and wistful time for many groups, and some members may be reluctant to see the group disband.

The leader can set a firm deadline to help the group get through this time. A clear assessment of the group's accomplishments would allow the group to end on a positive note. Symbolic endings, such as a party or a meal out, are important ways to commemorate and celebrate the life of the community. Email and social media make it much easier for members of dissolved groups to stay in touch, allowing professional ties to be improved and friendships to be established.

3.1.3 Types of Team Building

Team building refers to the activities that groups of people engage in to improve their morale and cooperation. Many workers don't understand how spending a day

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playing games will help them bond, despite the fact that team building exercises are intended to increase cohesiveness and cooperation. The reality is that how managers use team building in their organisations has a big impact on how their workers feel about it.

As a result, leaders should strive to gain a deeper understanding of team building in order to improve their effectiveness. Leaders should be particularly interested in learning about the qualities that make great teams, as well as the tactics and importance of team building.

Effective team-building techniques may assist workers in working together and maximizing the strengths of each individual member. To get you started, here are four team-building types.

1. Personality-based team building

Starting with a personality questionnaire is one way to learn more about colleagues. The Myers-Briggs Type Indicator (MBTI) is a well-known psychometric test that divides people into one of sixteen personality types, each with its own set of strengths and weaknesses.

Knowing which employees are more introverted than others may lead managers to assign them creative tasks, while extroverted employees may gain more from tasks that require them to interact with others and present new ideas. In a business, each personality type has a specific role to play. Learning more about these personalities will help companies understand what each has to say.

2. Activity-based team building

An activity-based team building practice allows the workers to take a break from their regular work routine while also encouraging them to step outside of their comfort zone. Here, team members participate in a variety of mental and physical tasks that can be done both indoors and outdoors.

Team members engage in a series of demanding activities designed to get them out of their comfort zones in an activity-based approach. Ropes courses, boot camps, rafting, and survival competitions are all examples of activities that are mostly done outdoors.

While it might seem that taking teams out of the office is pointless, it can be extremely beneficial for groups that are learning to work together and trust one another. Activity-based approaches can be especially beneficial for younger workers who are willing to try something new.

3. Skill-based team building

A skill-based team building activity can help team members improve the skills they need for their careers.

Employees learn skills that are useful for their employment, which will help the team perform better overall. They take part in a variety of training and development seminars, including ones on leadership, management, negotiation, dispute resolution,

and creative thinking. A skills-based approach can be useful for managers worried that activity-based team building isn't improving unique job skills.

4. Problem solving-based team building

It's often better for teams to focus on their internal dynamics and identify issues such as process strategy, low morale, or a lack of contact inside the workplace.

That is precisely what the problem-solving-based approach is intended to accomplish. This method is often used in a retreat environment and requires the involvement of external consultant. The team leader leads teams through a series of drills that help them focus on problems and find solutions. This strategy can be an excellent way to help teams relax and enhance interpersonal bonding by openly resolving issues the team is having.

3.1.4 Development of Team Building

Bruce Tuckman first proposed the concept of team development and the different phases of development in one of his publications, "Tuckman's Stages of Group Development," in 1965. Initially, he divided the phases of team formation into four categories: Forming, Storming, Norming, and Performing. In 1977, a doctoral student named Mary Aan Jensen added another level to this stage called "Adjourning."

The approach that employers should take to ensure a cohesive and structured team was discussed in these 5 stages of team development.

1. Forming

The forming stage is the foundation for team development. It is the stage at which like-minded people join together to achieve a common goal. This stage is important to determine the team's potential progress. It's where everyone on the team introduces themselves and learns about one another. They are often made aware of their team's objectives and given the opportunity to consider the best ways to accomplish them.

Employers may help support teams by providing avenues for each team member to showcase his or her talents. This can be accomplished by either planning some team-building events or calling an informal team meeting where everyone feels at ease. You may ask them to elect their team leaders until everyone is confident in their peers' abilities.

As an employer, you should concentrate your efforts at this point on strengthening the bonds between team members. When everyone understands each other's strengths and weaknesses, they'll be able to compensate for one another when they have a mission to complete.

2. Storming

The storming stage, as the name implies, is all about getting to know your teammates as they introduce their ideas to one another. This stage aids in the removal of any misunderstandings that participants may have based on previous interactions. Also, since an idea proposed by one member will not be well received by the other members, this stage is all about disagreements. They may engage in a discussion

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about the best ways to complete the task or express their concerns if their abilities are questioned.

Conflict between team members is common during this stage. This is where the team is most vulnerable to disillusionment. Members of a well-directed, transparent, and optimistic team ask questions, make trade-offs, and constructively challenge each other. Conflict can encourage imagination, but it can also breed resentment. Members can form subgroups that exacerbate the dispute. If members enjoy the adrenaline rush of a heated competition, task avoidance can occur. This stage is not to be avoided, even though some teams never go through it. Conflict does not have to be detrimental. Teams who are never exposed to storming never learn to deal with conflict. As a result, members can learn to simply accept the advice of more powerful members. Teams that do not go through the storming process are more divided and less creative.

As a responsible employer, you should be able to assist your teams as they go through this stage by sharing your perspective based on your own experiences. You should also inform them of the value of their team goals and encourage them to put their personal agendas aside when working together.

3. Norming

The third critical stage is the norming stage, which follows the first two. All of the team members have built a common understanding up to this stage, and this is where the real teamwork begins.

When the storm passes, the team members learn to overcome obstacles and concentrate on the task at hand. The risk is that participants will be so intent on avoiding conflict that they will be unable to share contentious ideas. There's also the risk of "group think," which can be harmful. The competitive and casual atmosphere will make it difficult for members to question the status quo.

During this stage, the employers' only role is to keep an eye on their teams and make sure they don't run into any problems. You can monitor their progress on a regular basis and provide them with appropriate feedback as required.

4. Performing

The fourth stage is the performing stage, during which all members of the team develop the highest degree of trust and confidence in one another. When you get to this stage, you can be confident that everyone is on the same page, led by their team leaders. The smooth running team in the performing stage is described by creative confrontation and inventive problem solving.

Your team's success begins to accelerate, and there is no turning back. Everyone understands their position and puts in their best effort to ensure the team's success. The only thing left for managers to do is make it easier for them by providing them with the necessary tools for the job and continuing to appreciate them in order to inspire them.

5. Adjourning

Adjournment is the final step in the team development process. If you've arrived at this stage, it means that your teams have completed their tasks. This stage is all about

celebrating the team's victory and revisiting the flaws so they can be avoided the next time the team takes on a new challenge.

Employers, now is the time to recognize and reward their employees' contributions with real incentives and appreciation. Recognizing the contributions of team members would encourage them to contribute more. This is also an ideal time to introduce peer recognition as a way to encourage team members to respect one another and reinforce their professional bonds before moving on to a new task.

3.1.5 Issues in Team Performance

Every manager has the responsibility of identifying their team's shortcomings. It goes without saying that if there are any problems with team performance, a manager's decisions will easily mitigate the consequences.

So, here are some of the most common team performance issues:

1. **Lack of proper communication** – Poor communication has harmed many teams in the past. Misunderstanding and repetition, among other issues, are caused by ineffective communication. This issue may lead to a lack of trust among people over time. If not tackled properly, this problem may develop into a larger problem that affects the entire team's success.

2. **Inability to Resolve Disputes** – It is human nature to disagree, and conflicts within the team are a normal occurrence. As a manager, however, it is your responsibility to resolve conflicts. If the team is unable to resolve problems on its own, effective leadership and ongoing growth will enable them to do so. If disputes are not resolved, they may become a major roadblock in achieving goals.

3. **Leadership that is ineffective** – Team leaders and subordinates must recognize that they must clearly communicate the responsibilities of their subordinates. Effective leadership ensures that the role, mission, and transparency of the organization are all clear. Ineffective leadership has been noted to have a significant impact on the team's overall performance.

4. **Excessive Absenteeism** – One of the most common issues that an organization faces is excessive absenteeism. True, certain emergency situations cannot be avoided; however, taking a casual off now and then can have an impact on the team's results. The most common days for such sporadic leaves are Mondays and Fridays, which are popular among employees because they enable them to enjoy a longer weekend.

5. **Low Engagement** - Low team engagement is a major stumbling block to business growth. Team members on a project would be involved in what they do if they are engaged, committed to the project goal, and willing to go the extra mile if they are engaged. They exist in the physical, mental, and emotional realms. Involvement is the secret to engagement; by engaging others, you make it impossible to remain detached.

6. **Lack of transparency** – Without transparency, both within the project team and with the end client, trust will suffer. In project and program management, transparency is becoming the assumed standard, and aspirations are rising. It all starts at the top: the higher up you are on the corporate ladder, the more responsibility you have to be

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a role model for this. Employees can imitate the leader's actions, whether they are good or bad. When managed properly, this can have a positive ripple effect in the company.

3.1.6 Types of Leaders

When it comes to what is happening in the company, leaders are either causing it to happen (for the better or for the worse), encouraging it to happen (for the better or for the worse), or stopping it from happening (good or bad). Whether or not they take accountability, the top leader is ultimately responsible.

This is something that high-impact, transformational leaders are aware of, and they accept responsibility for all that occurs. Meanwhile, low-impact leaders look for someone to blame instead of taking responsibility for what's going on. When they attempt to retain power and influence, they sow seeds of mistrust in the organization.

Let's look at the five different types of leaders in more detail.

1. Managerial Leader

The least successful of the five categories of leaders is a managerial leader. They have the smallest amount of power. People only obey them because it is required of them. They are unable to assist anyone because they are not in a position to do so. Since they are in the role, they want to be served by others. Others are seen as instruments to be used in order to achieve the day's goal. They like to make decisions. Character development is one of their weaknesses.

Here's a quick rundown of the traits:

- Character is weak.
- Rather than "to serve," desire is "to be served."
- They think in terms of scarcity.
- Competency can vary from rudimentary to highly developed.
- The emphasis is on people and processes being managed (directed/controlled).
- Places a higher value on the job than on the people.
- Power, influence, formal authority, and personal results are all sources of strength.

2. Relational Leader

In order to influence others, a relational leader develops relationships. People want to follow them not because of what they know, but because of who they are. They cultivate mutual respect and collaborate effectively with others. People want to join them, but they don't have the advanced expertise to do so. Their flaw is that they do not make the requisite sacrifices to improve their abilities.

Here's a quick rundown of the traits:

- Character is a powerful asset.
- The desire to serve is strong.

- They think in terms of abundance.

- Competency is in its infancy and is widely generalised.

- The focus is on motivating (influencing/releasing) others.

- People are valued more than positions.

- Relationships and moral authority provide power.

3. Motivational Leader

A motivational leader aims to support themselves, others, and the company in the long run. Because of who they are and what they know, people want to follow them. From the outside, they have an impact on others. They are process focused. They are dependable and produce results for themselves, their families, their teams, their companies, their clients, their suppliers, and their communities. Their flaw is that they do not make the requisite sacrifices to replicate other motivators.

Here's a quick rundown of the traits:

- Character is strong.

- The desire to serve is powerful.

- They think in terms of abundance.

- Competency and specialization are established.

- The emphasis is on leading (inspiring/releasing) others, controlling systems, and achieving results.

- People are valued more than positions.

- Relationships, moral authority, and team results are all sources of power.

4. Inspirational Leader

Managerial and relational leaders are inspired to become motivational leaders by an inspiring leader. Their main goal is to improve themselves in order to encourage others to improve as well. On the inside, they have an effect on others. They are more concerned with individuals than with processes. They put a lot of emphasis on character development. True inspiring leaders are admired for their compassion and who they are on the inside. They are motivated by the progress of those who obey them.

Here's a quick rundown of the traits:

- Character is stronger.

- The desire to help and improve others is strong.

- They think in terms of abundance.

- Competency is specialized and highly developed.

- The emphasis is on motivating leaders and guiding (influencing/releasing) people.

- People are valued more than titles.

- Relationships, moral authority, and the growth of others are all sources of strength.

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5. Transformational Leader

The passion and intent of a transformational leader is to transform others. They are the most powerful and well-respected of the five styles of leaders. Their name precedes them in the public eye. They have a reputation for grooming leaders. They have an effect on people from all walks of life and through generations. For many years, they have inspired many leaders. Their power is constantly passed through a variety of other representatives at various times and in various locations.

Here's a quick rundown of the traits:

- Character is the strongest.

- The desire to help and improve others is high.

- They think in terms of abundance.

- Competency is specialized and highly developed.

- The emphasis is on motivating and inspiring leaders as well as guiding (influencing/releasing) people.

- People are valued more than titles.

- Relationships, moral authority, others' growth, and the respect they have gained are all sources of strength.

3.1.7 Leadership Styles in Organizations: Part 1

The word "leadership style" refers to a leader's clear behavior pattern as viewed by others. In different contexts, every leader establishes a pattern in how he deals with his subordinates or followers. The leader's ideology, attitude, and experience all influence his or her leadership style. It also depends on the groups of followers and the environment in which an organization operates. Kurt Lewin and a group of researchers identified three specific leadership styles in 1939: authoritarian (autocratic), participative (democratic), and delegative (Laissez-Faire).

1. Autocratic or Authoritarian Style Leader

An autocratic, also known as authoritarian, leadership style means giving up complete control. The leader requires total loyalty from his subordinates in this style, and all decision-making power is concentrated in the leader. Subordinates are not allowed to make recommendations or take initiative. The leader makes his subordinates blindly follow him. An autocratic leader isn't a leader at all. He is merely the organization's formal leader, and his subordinates usually despise him. The leadership style can be used to guide certain subordinates who are at ease to fully rely on the leader.

2. Laissez-faire or Free-rein Style Leader

Subordinates are given the greatest amount of independence under this style of leadership. They are granted complete autonomy in determining their own policies and strategies, as well as making their own decisions. The leader only assists his subordinates when they ask for it; otherwise, he stays out of their way. Workers gain self-confidence as a result of the leadership style, and they have the ability to improve their skills. However, it is possible that it would not fit in all cases for all employees and

in all situations. When workers are knowledgeable, sincere, and self-disciplined, such leadership can be effective.

3. Democratic or Participative Leadership

The democratic or participative leadership style is a balance between the two extremes of autocratic and laissez-faire leadership. The supervisor works in this style based on mutual consensus and decisions taken after consulting the subordinates. Suggestions and effort from subordinates are encouraged.

It ensures that workers are motivated by ensuring their engagement and acceptance of work methods. Mutual trust and confidence are also fostered, resulting in increased employee satisfaction and staff morale. It lowers the number of lawsuits, employee grievances, strike action, and industrial unrest. However, this type of leadership can lead to delays in decisions and worker indiscipline.

3.1.8 Leadership Styles in Organisation: Part 2

In addition to the three leadership types identified by Lewin and his colleagues, researchers have identified other distinct leadership styles. The other leadership styles are:

1. Transformational Leadership

James V Downton coined the word "transformational leadership" in 1973, and James MacGregor Burns popularized it in his 1978 book Leadership. It is still the most common leadership strategy in the literature, and it has had a big influence on how modern leaders act.

Since transformational leadership necessitates the participation of followers, transformational leaders are often charismatic. Transformational leaders are defined in a variety of ways, but the majority of them revolve around how the leader should meet the growth needs of their followers. Employees want to feel encouraged and motivated by their leaders in turbulent times, it has been proposed, transformational leadership suits well with the modern era.

Since there has been so much written about transformational leadership in the last two to three decades, we'll concentrate on the main thinkers: Bruce J Avolio and Bernard M Bass. Bass created a leadership spectrum that ranged from transformational to laissez-faire, with transactional leadership in the centre.

For him, transformational leadership entailed four elements:

● **Inspirational Motivation:** The promotion of a consistent vision, mission, and collection of values to the members is the cornerstone of transformational leadership. They have such a clear vision that they know exactly what they expect from any interaction. Followers are guided by transformational leaders who provide them with a sense of purpose and challenge. They work with zeal and optimism to cultivate a spirit of cooperation and commitment.

● **Intellectual Stimulation:** These leaders inspire their followers to be imaginative and inventive. They inspire their followers to come up with new ideas and never publicly blame them for their mistakes. Leaders concentrate

on the "what" of issues rather than the "blaming" aspect. They have no qualms about abandoning an old procedure if it is found to be unsuccessful.

- **Idealized Influence:** They assume that a leader will only influence followers if he follows through with what he preaches. Leaders serve as role models for those who want to follow in their footsteps. Through their actions, such leaders gain the confidence and admiration of their followers. They usually prioritize the interests of their followers above their own, sacrificing personal benefit in the process, and exhibiting strong ethical standards. The use of influence by such leaders is intended to persuade them to work against the organization's shared objectives.

- **Individualized Consideration:** Leaders serve as mentors to their subordinates, rewarding them for their ingenuity and innovation. Different treatment is provided to followers based on their abilities and expertise. They have the authority to make decisions and are always given the resources they need to put those decisions into action.

2. **Transactional Leadership**

Max Weber first defined the transactional leadership style in 1947, followed by Bernard Bass in 1981. Managers are the ones who use this style the most. It reflects on the monitoring, organization, and short-term planning processes that are fundamental to management. McCarthy and de Gaulle are two well-known leaders who have used transactional strategies.

Although transactional leadership can lack the dynamism of other approaches, it is possible that it accurately represents practice in many organizations. Furthermore, where both participants can see a direct gain, this type of leadership can be especially useful in emergency or dispute situations.

Motivating and guiding followers by transactional leadership mainly includes appealing to their own self-interest. Transactional leaders have formal authority and accountability in the company, which gives them control. The main aim of the follower is to follow the leader's instructions. The style is also known as 'telling style.'

The leader believes that rewarding and punishing employees would motivate them. Whether a subordinate does what is anticipated, he will be rewarded; if he does not obey the leader's wishes, he will be punished. The interaction between the leader and the follower takes place here in order to reach regular success objectives.

There are four dimensions to these interactions:

- **Contingent Rewards:** Transactional leaders connect the goal to the incentives, set mutually agreed-upon targets, and offer a variety of rewards for good performance. They give their subordinates SMART (specific, measurable, attainable, realistic, and timely) goals.

- **Active Management by Exception:** Transactional leaders closely track their subordinates' jobs, keeping an eye out for deviations from rules and standards, and taking corrective measures to avoid mistakes.

- **Passive Management by Exception**: Transactional leaders use exception management to interfere only when requirements are not met or performance

falls short of expectations. They can also use retribution as a means of retaliation for poor performance.

● **Laissez-Faire:** The leader creates an atmosphere in which subordinates have several opportunities to make decisions. Since the leader abdicates duties and avoids making decisions, the community often lacks guidance.

3.1.9 Situational Leadership

Situational leadership is an adaptive style of leadership. This approach allows leaders to assess their teams, consider the many factors at work, and choose the leadership style that best suits their objectives and circumstances. "In the past, a leader was a boss," says leadership theorist Ken Blanchard. Today's leaders cannot lead solely on the basis of their positional power."

According to the situational theory of leadership, there is no one-size-fits-all leadership style. Instead, it is determined by the style of leadership and tactics that are most appropriate for the situation. According to this theory, the most successful leaders are those that are able to adjust their leadership style to the situation and consider clues such as the task at hand, the dynamics of the group, and other factors that can help them complete the task.

For organizations all over the world who choose to do the following, Situational Leadership is the model of choice:

● People and workgroups should be created.

● To build a relationship with their employees and to bring out the best of them

● Use a consistent leadership style across all organizational units, whether local, national, or international.

Two models of Situational Leadership:

1. Situational Leadership is described by Daniel Goleman, the author of Emotional Intelligence.

The Goleman Theory of Situational Leadership is a theory that explains how to lead in a variety of situations.

● **Coaching Leaders:** Leaders who focus on an individual's personal growth as well as job-related skills are known as coaching leaders. This approach works better for people who are aware of their weaknesses and willing to adapt.

● **Pacesetting Leaders:** Leaders who set the pace and hold their followers to a high standard. Self-starters who are highly driven are the best candidates for this type. The leader sets an example for others to follow. Since it can lead to follower burnout, this design is used sparingly.

● **Democratic Leaders:** Democratic leaders who give their supporters a say in almost every decision. When used properly, it can help to develop group flexibility and responsibility. This style, however, takes time and is not recommended if you have a tight deadline.

● **Affiliative Leaders:** Leaders who prioritize their workers. When morale is low, this style is used. The team's morale is boosted by the leader's praise and

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assistance. When it comes to team building, this approach can result in poor results.

● **Authoritative Leaders**: Leaders of authority who excel at analyzing problems and identifying challenges. This is a suitable style for a company that is drifting aimlessly. This leader may enlist the assistance of his or her followers in resolving an issue.

● **Coercive Leaders**: Leaders who use coercion to tell their subordinates what to do. They have a very good idea of what they want to do and how to get there. This approach works well in crises or when a company needs a complete overhaul.

2.   Situational Leadership according to Blanchard and Hersey

The second model is based on Blanchard and Hersey's work. Their theory is founded on two concepts: leadership and the follower's developmental stage. Blanchard and Hersey devised a matrix of four distinct styles:

● Telling = S1 (specific guidance and close supervision): These leaders make decisions and express them to others. They define the responsibilities and goals and expect others to follow them. The majority of communication is one-way. In a disaster or when repeatable results are needed, this style is most useful.

● Selling = S2 (explaining and persuading): These leaders can define others' roles and goals, but they are often open to feedback and suggestions. They try to persuade others to work for them by "selling" their ideas.

● Participating = S3 (sharing and facilitating): These leaders delegate authority to their followers. Employees have the final say, despite their participation in the decision-making process.

● Delegating = S4 (letting others do it): These leaders are in charge of their teams, but they provide nothing in the way of support or assistance in solving problems. They may be asked to assist in decision-making time to time.

Situational Leadership: Stages of employee development

Blanchard and Hersey identified four types of development for followers or employees, in addition to leadership qualities:

● Low Competence: High Commitment

● Some Competence: Low Commitment

● High Competence: Variable Commitment

● High Commitment: High Competence

Each of the four approaches, according to Blanchard and Hersey, should be combined with different "readiness levels" among team members. The lowest readiness level (R1), for example, should work better with the "telling" style (S1), while the highest readiness level (R4) should react best to the "delegating" approach (S4).

3.1.10 Strategic Leadership and Change Management: Part 1

What is Strategic Leadership?

Strategic leadership establishes the scope and direction for the organization's progress. Effectively managing continual change by changes to both individuals and procedures is a big part of this progress. As a result, both executives and managers must have the resources they need to develop and execute strategies, and they must be ready to use those tools at any time. In a world of constant change and confusion, strategic leaders must retain a sense of direction while simultaneously fostering control of priorities and strategies for action within the teams they lead.

Strategic Leadership and Change Management

When it comes to change, leadership is extremely critical. Leadership may play either a positive or negative role in change. Leaders have a lot of power over the people they lead, which is why a change manager needs them on board with the change.

Since systems are being upended and consumers are being asked to follow a new way of doing things, change leadership is critical. They could be losing colleagues or moving departments in some situations.

Strategic leadership and change management best practices will help people consider and embrace change by leading them through it, voicing their concerns, and addressing their concerns. Since not every leader would have the same change management leadership skills, one of the change management team's main tasks is leadership coaching. It will provide more support to those with less transition experience and will use a more "touch base" approach with leaders who are well-versed in the position of change leadership.

Ideal Role of Leaders in Change Management

The ideal position of leadership in change management is to be coached on change and change leadership skills by the change management team. The leaders are then in charge of training the workers who report to them.

For three factors, this is the perfect leadership position in organizational change:

● Employee resistance is one of the most significant barriers to progress, so it's important that they receive coaching and support to overcome it.

● During a period of transition, workers will look to their trusted managers and superiors for guidance.

● Using this "one-to-many" strategy, the change management team will concentrate their energies on other aspects of the change project.

Responsibilities for Change Management and Change Leadership

It is the change manager's and change management team's duty to ensure that leadership is not just on board with the change initiative, but also properly coached so that they can mentor their team.

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With the support of the change management team, leaders' position in change management is to take the message and training and use it to coach, mentor, and direct their team through the change.

When leadership communication is done well during the coaching phase, it aids in the resolution of opposition and improves the project's performance.

3.1.11 Strategic Leadership and Change Management: Part 2

Mentoring

Leading and coaching workers through transition is an important part of effective leadership and change management. Employees are often nervous, afraid, and uncertain about organizational changes, even though there is no outright opposition.

Some people may be concerned that they will be given more than they can handle, while others may believe that the move will exacerbate the situation. It is the responsibility of change management leadership to guide workers during the change process, using both community counseling and one-on-one sessions.

The aim of coaching and mentoring is to direct employees through a sequence of stages. These stages serve as a sort of road map for leadership and change management in terms of change leadership communication.

Employees must be led through the following stages:

1. **Awareness for the need of Change:** Employees must be made aware of the need for change by having the reasons for the change and the advantages conveyed to them by change leadership in order to appreciate the incentive.

2. **Desire to engage in and embrace the change:** Leadership and change agents strive to reduce employee fears and opposition to the change so that they'd like to support it and participate.

3. **Knowledge of how to change:** It's important for change leadership to communicate with workers about what's expected of them during the transition and how they'll be supported in meeting those goals.

4. **Ability to incorporate appropriate skills and behaviors:** The preparation plan for the change leadership model should be structured to provide all staff with the requisite training and resources to adopt the necessary capabilities for the transition.

5. **Reinforcement to help workers stick with the change:** After the go-live date, leadership and change management team members can work together to encourage and mentor employees so they can stick with the change.

Building a culture of inclusion

One of the responsibilities is to act as a liaison between the change management team and staff, ensuring that communication flows smoothly in both directions. This also helps in building a culture of inclusion where each and every person can freely communicate and keep his opinions.

Employees may have concerns about the move and how it would affect them that their boss is unaware of. If this is the case, it is the responsibility of change management leaders to seek answers from the change team and communicate them to their direct reporting.

The change management team relies on leadership coordination as well. Since they can't be everywhere at once, bosses and managers can keep their "ears to the ground" in a way that the team overseeing the change can't. Change leadership skills include the ability to serve as the change management team's eyes and ears, reporting on how things are going, identifying potential roadblocks, and providing feedback on how the change training plan is being received.

Building Trust

Every aspect of an organization's success requires trust, and it affects a variety of factors such as improved efficiency, efficient management, job satisfaction, employee engagement, and staff growth. However, when an organization undergoes systemic change, confidence becomes the most important factor in ensuring the change's success.

How to effectively build trust in the organization

When stakeholders approve and adopt organizational change – that is, when they change their actions to show that they embrace it – the change is effective. Employees are resistant to change because they believe their best interests are not being addressed during the implementation process. If you're implementing a new technology, for example, workers are likely to object if they believe the new technology would put them out of work. As a result, getting workers on board as the first step toward implementing change is crucial. Uncertainty is introduced by change, which reduces confidence and increases resistance. To begin the transformation, having a culture of confidence is advantageous. The key drivers of progress, such as innovation, collaboration, cooperation, quality leadership, conflict resolution and management, and empowerment, benefit from trust.

Role of Leaders in Building Trust

You can create trust as change managers by sharing useful information without expecting anything in return. Consider taking on the position of consultant and finding a good post, blog, or analysis to share with key stakeholders in your change environment. This increases reputation and mentorship, which are both essential for trust to flourish. Furthermore, talking about progress in a way that demonstrates your sincere curiosity and commitment to assisting the individual with whom we are interacting is an excellent way to establish trust. That is why communication is so important when it comes to building trust. We must trust first, rather than waiting for people to show themselves, which makes us less trusting.

Building trust should be a central component of interactions and culture for change leaders from the start. This allows problems to be flushed out and resolved before they become roadblocks.

3.1.12 Sociometry (Sociometry Criteria, Applications of Sociometry, Construction of sociogram)

The term sociometry is derived from the Latin words "socius," which means "social," and "metrum," which means "measure." Sociometry, as its name suggests, is a method of determining how closely people are related. Measurement of relatedness can be useful not only for assessing actions within groups, but also for evaluating the degree of change and measures to bring about positive change. Sociometry can be a useful tool for a team.

Since it helps the group to see itself critically and analyze its own dynamics, it is a powerful tool for minimizing friction and enhancing communication. It's also an effective method for measuring dynamics and growth in counseling or training classes.

Sociometry is a technique for tracking the energy vectors of interpersonal relationships in a group, according to a common working definition. It depicts the patterns of how individuals interact with one another while working as a group to achieve a common goal (Criswell in Moreno, 1960, p. 140). Sociometry, according to Moreno, is "the mathematical study of psychological properties of populations, the experimental technique of, and the results obtained by application of quantitative methods" (Moreno, 1953, pp. 15-16). Sociometry is based on the fact that people make choices in interpersonal relationships. People make decisions every time they gather—where to sit or stand; who is seen as friendly and who is not; who is integral to the group, who is rejected, and who is isolated. "Choices are basic facts in all ongoing human affairs, choices of people and choices of things," according to Moreno. It makes no difference if the chooser is aware of the motivations; it makes no difference if [the choices] are inarticulate or strongly verbal, logical or irrational. They don't need any special excuse as long as they're natural and true to the chooser's self. They are first-order existential facts." (Moreno, p. 720, 1953).

Sociometry Criteria

Choices are often made based on some criteria or foundation. The criteria could be subjective, such as a gut instinct of liking or disliking someone based on their first impression. The criteria may be more objective and conscious, such as determining whether or not an individual possesses specific skills required for the group task.

When members of a group are asked to select others in the group based on a set of criteria, everyone in the group has the ability to make decisions and explain why they were made. An overview of the networks within the community emerges from these choices. A sociogram is a representation of such networks, similar to a map. The sociogram's data may also be presented as a table or matrix of each person's choices. Such a table is called a sociomatrix.

A Simple Example

Having group members make a selection based on a basic, non-threatening criterion is a simple example of applied sociometry. "Whom in this group would you like to take sandwich orders from everyone in this space, go to the shop, and come back with the right sandwiches and the right change?" ask everyone in the room to stand up. Place your right hand on the shoulder of the person you've chosen to show your preference. Make as many trips around the room as you need to in order to make your

decision. There are only two conditions: (1) You can only choose one person, and (2) you must make a choice." Typically, group members will make their decisions after just a brief period of deliberation.

This exercise can be repeated multiple times in a matter of minutes, each time using different parameters. The exercise graphically depicts not just the social reality of choice-making, but also how various parameters elicit different patterns of choice. Someone who is good with details will most likely be identified by the sandwich money criterion. This criteria is likely to identify someone who is intuitive, big picture, and future-oriented:

"Who in this room would you ask for details if you had to project a new cultural phenomenon that had never been seen before?"

The individual who receives the most hands on his or her shoulder, regardless of the criteria, is known as the sociometric star for that criterion. Mutuals, in which two people choose each other; chains, in which person A chooses person B, who chooses person C, who chooses person D, and so on; and gaps or cleavages, in which clusters of people have chosen each other but no one in each cluster has chosen someone in the other cluster.

Here are some more examples of possible conditions for this example:

Which one of the people in this room would you choose:

1. For assistance in fixing your car's transmission?

2. To come up with novel ideas?

3. For encouragement to take risks?

4. To reliably transmit messages?

5. Tor assistance in coping with a troublesome customer?

6. To operate a profitable business?

7. To obtain accurate data on top management decisions?

8. To maintain one's self-assurance?

9. Who awards praise for a job well done?

10. In the last year, who has grown the most?

This "hands-on" exercise can be extremely beneficial in teaching a group about sociometry and the realities of informal organization. The consultant will ask the group to explain each trend, how it represents "real life," and what the group will need to do to close any cleavages while they are in it. Participants gain a simple and concrete understanding of the informal organization that lies underneath their formal organization. "It reveals how we really feel, but we don't say it very often," one participant said.

Criterion Selection

The sociometric intervention can be made or broken by selecting the right criteria. The answers you get, as with any data collection in the social sciences, are determined

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by the questions you ask. Any query can generate data, but if the wrong question is asked, the data can be misleading, distracting, or irrelevant to the intervention's goal.

A good criteria should provide the individual with a meaningful option in as clear a format as possible. Each individual will answer to the question based on his or her own understanding of the criterion. These meanings, or sub-criteria, for this question could include things like: do I want someone who works hard, is a power broker, is amiable, is a minority, and so on. A straightforward statement of the criteria will minimize the number of possible interpretations, increasing the data's reliability.

Some Principles of Criterion Selection

- The criteria should be specified as clearly and plainly as possible.

- The respondents should have some actual familiarity with the criteria, whether ex post facto or current (in Moreno's words, they are only "warmed up" to them), or the questions would not elicit a meaningful response.

- Rather than being generic or ambiguous, the criteria should be precise. Irregularly specified parameters elicit irrational responses.

- Actual rather than hypothetical criteria should be used wherever possible.

- If a criterion has the ability to be implemented, it is more efficient. For example, the question "Whom would you want as a roommate for the year?" has a higher chance of being answered by incoming college freshmen than the question "Whom do you trust?"

- According to Moreno, the perfect criteria is one that helps the subject achieve his or her life goal. "If the evaluation protocol is similar to the subject's life objective, the subject will never feel victimized or abused. In the mind of the tester, the same sequence of actions performed of the subject's own volition may be a test."

As a general rule, questions should be future-oriented, indicate how the findings will be used, and define the group's boundaries (Hale, 1985). Last but not least, the guidelines should be structured to keep the group's level of risk acceptable to its cohesion and developmental stage.

Construction of Sociogram

The sociogram depicts a general pattern of reciprocal likes, dislikes, and apathy. This allows a quick assessment of the group's structure. The frequency of interaction between two people or pairs of people in a group may also be used to determine grouping.

'Loomis (1941) conducted a sociometric analysis on a New Mexican village to determine the frequency of interaction such as eating meals together and lending firm equipment among families. These factors exposed the village's most important social classes.

Moreno and others used the sociometric approach to investigate group composition, social organization, and leadership qualities, and some common sociometric patterns emerged.

The following are a few of them:

(a) Isolates: Isolates are members of a group that are not liked or welcomed by other members and have no interaction with them. They may then feel compelled to leave the group under pressure.

(b) Pairs: Pairs are groups of two people who are attracted to each other. This form of group arrangement includes face-to-face sessions.

(c) Triangles: Triangles are groups of three people in which each member is personally familiar with the other two.

Important types of Sociometric relationships
(a) Chain (b) Star (c) Net.
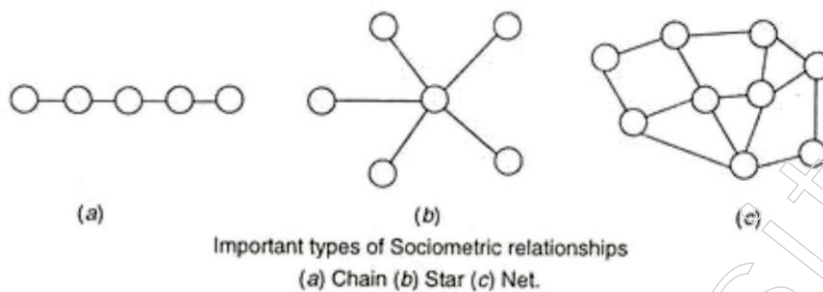
(d) Chains: In the Chain pattern, one member of the group knows the other members indirectly through another member. For example, A knows B, B knows C, and C knows D. A can only know C through B, and A can only know D through C. When groups are big, a chain pattern will form because no one has the opportunity to maintain direct communication with other members.

(e) Star: Large clusters of people may shape a star pattern. A dictatorial or authoritarian group structure is referred to as a star pattern. Except for one person, the entire group revolves around that person, who is known as the 'Leader.' Without the chief, the subgroups will be unable to continue or support themselves, and will eventually collapse.

As a result, the existence of such a party is contingent on the presence of the leader. The members must depend on the leader for any move and decision. In such a group, no one has a direct relationship with anyone else but the leader. If the leader is missing, the whole group will disintegrate in no time.

(f) Net: The structure of a democratic group with larger grouping is represented by net patterns. Different members of such a group have links to one another and to other members. Each person has direct communication with the other. And if the leader is not present, the group continues to function. Each member of the net pattern does not choose a single individual to be the leader. They have complete freedom to choose as many as they want.

Sociogram Templates

With the use of special symbols or the selection of colors, a sociogram may obtain information about the relationships between people. Here are a few of Moreno's ideas:

Representing attraction / rejection / indifference (Moreno)

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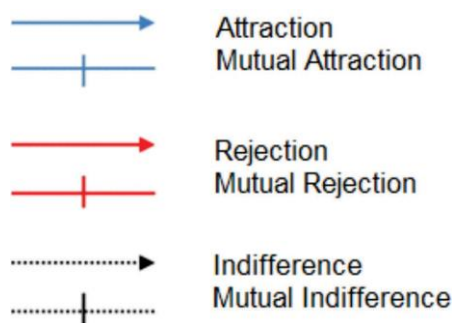
These are just ideas for relationship lines. They can be tailored to your specific needs and supplemented as needed. Moreno also recommends that the connecting lines be designed with more details. The color design of the lines or their patterns, for example, determines an individual's reaction to another group member. A dotted or dashed line, for example, reflects "fear" in front of the other person, a thin line, "annoyance," and a thick black line, "domination."

3.1.13 Personal Branding

Personal branding, which has its roots in marketing, has made significant inroads into management science. Personal branding has emerged as a way of achieving career success in the form of more temporary employment systems and project-based work structures, sitting at the intersection of marketing, sociology, communication, psychology, organizational behaviour, and some may even say accounting (Vitberg, 2010).

The introduction and penetration of the idea of personal branding into the management discourse has been triggered by a variety of factors. One of the most important factors is the widespread transfer of responsibility for employees' careers from organisations to individuals (Arthur and Rousseau, 1996; Arthur, 2014; Greenhaus and Kossek, 2014). Indeed, business shifts in historically stable markets, such as the "greening" of the energy industry, or major job losses in call centres, as well as developments in artificial intelligence, force thousands of lifetime employees out of their employment. More frequent job changes necessitate the expansion and development of new networks of connections, which necessitates more frequent personal rebranding activities (Schlosser et al., 2017). "Careers have become personal brands that need to be handled in a virtual age" as a result of technological advancements allowing for easy contact through the Internet and various social media channels.

Definition of Personal Branding

Personal branding is a strategic process of developing, positioning, and retaining a positive image of oneself based on a specific combination of personal characteristics that signify a certain promise to the target audience through differentiated narrative and imagery.

Importance of Personal Branding

"Developing a personal brand ensures that [an employee is not left behind in the work selection process] and that [they] construct a competitive advantage that

positions [them] for the career opportunities [they] deserve," according to the article. 2011 (Horton). With so few job openings in today's job market, having a good personal brand will open many doors to a number of career opportunities. During job searches, candidates' personal branding has become increasingly relevant (Horton, 2011).

While many businesses are using search engines and social media to recruit potential workers, personal branding has become an important part of the recruiting process. "Personal branding has become an effective marketing challenge for ordinary people thanks to online resources. Personal branding is based on the idea that everyone has the ability to be their own brand, and that a person's main role is to be their own marketer". With this idea in mind, job seekers can mark themselves as whatever they want, as long as it is appropriate for their target audience.

Considerations for Building your Personal Brand

Developing a personal brand necessitates a great deal of introspection and self-reflection. It helps if you know who you are, which surprisingly few people do. Most people have a tough time describing themselves, but it is also easier to clarify who they want to be.

If your ultimate goal for personal branding is to boost your company's results, you must first determine who your target customers are. You want your personal branding to represent the demographics of your target market.

This isn't a novel concept. This has been done by business people for many years, long before the internet. Consider Hugh Hefner's public persona for the majority of his adult life. He'd actually never heard of personal branding before, but he allowed himself to become the face of the Playboy Empire and live the lifestyle that his magazine's readers admired. If he had run a more conservative business with more politically correct clients, he would not have been able to live his lifestyle.

Finally, you want to establish a reputation as someone who is concerned about the people who make up your future and current clients. Finding, listening to, and engaging with potential clients is critical. Making sure you come across as individual, with the same issues and problems as your target market, is an important part of your personal branding. The only difference is that you can demonstrate that you have solved some of these issues and are able to discuss it with others.

And if you work in the automotive industry, you don't want to come off as a stereotypical used car salesman. Consumers who are cynical believe that companies are all about selling. Personal branding is more about taking a step back and putting less emphasis on selling.

You can't skip the value of social media nowadays. Having social media accounts on all of the social networks where your target audience spends time should be part of your personal branding strategy. You won't want to set your accounts to private because you'll want to accept friend requests openly. If you really want a Facebook account dedicated solely to your friends and family, you should consider creating one under a different name.

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3.1.14 Time Management

"Time and tide wait for no one," as the saying goes. For a person to succeed in all facets of life, he or she must realize the importance of time. People who waste time are those who have yet to develop their own identity.

Meaning

Time management is the process of efficiently controlling time such that the appropriate amount of time is allocated to the appropriate task. Individuals that use effective time management will allocate unique time slots to tasks based on their significance.

Time management basically means making efficient use of one's time. It's a method of evaluating, streamlining, and planning what you'll do and how much time you'll devote to each of those tasks. The primary goal of time management is to create a system that allows us to do more and higher-quality work in a given day.

It's crucial to spend time understanding the mechanism that boosts your productivity if you want to enhance your time management.

● You have more influence over your day when you use time management.

● You will complete more tasks each day, increasing your productivity and reliability.

● You may use time management to intelligently assign time to tasks. You have the confidence to work without being rushed or stressed.

● A professional's ability to work more effectively and with less stress is highly valued. It will help you advance in your career.

● Time management will also help you increase your quality of life by giving you more time for self-development.

Importance

Since time is often limited, time management refers to making the best use of it. Consider which task is more critical and how much time should be spent on it. Determine which tasks should be completed first and which can wait. Not only in organisations, but also in our personal lives, time management is important.

Time management entails the following:

● Effective Planning

● Setting goals and objectives

● Setting deadlines

● Delegation of responsibilities

● Prioritizing activities as per their importance

● Spending the right time on the right activity

1. Effective Planning

Make a detailed schedule for your day. Make a "TO DO LIST" or "TASK PLAN." Make a list of the essential tasks that must be completed in a single day and the

amount of time that should be allotted to each. High-priority tasks should be given preference first, followed by tasks that do not require much of your attention right now. Complete each of the pending tasks one at a time. Do not start a new task until you have completed the previous one. Mark the ones you've already finished. Make sure you complete the tasks in the time allotted.

2. Setting Objectives and Goals

Working in a company without objectives and targets is akin to a ship captain losing his way at sea. Yes, you'd be stranded. Create a list of goals for yourself and make sure they are practical and attainable.

3. Setting Deadlines

Set deadlines for yourself and work diligently to meet those deadlines. Never wait for your boss to ask you a question. Learn to take responsibility for your job. You are the one who can best set the deadlines. Consider how much time and how many days you need to devote to a specific mission. Use a calendar to keep track of important dates and deadlines.

4. Delegation of Responsibilities

At work, learn to say "NO." Don't try to do it by yourself. There are a few more participants. Accepting something that you feel is uncomfortable for you is not a good idea. Employees' duties and responsibilities must be assigned based on their interests and specializations in order for them to complete tasks on time. A individual who is unfamiliar with a subject requires more time than someone who is well-versed in the subject.

5. Prioritizing Tasks

Sort the tasks into priority order based on their significance and urgency. Understand the distinction between essential and urgent tasks. Determine which tasks must be completed within a day, which must be completed within a month, and so on. The most important tasks should be completed first.

6. Spending the right time at the right activity

Make it a routine to do the appropriate thing at the appropriate time. Work completed at the incorrect time is of no use. Don't spend a whole day on anything that can be accomplished in an hour or less. Keep some time aside for personal calls or checking Facebook or Twitter for updates. After all, an individual isn't a machine.

3.1.15 Work Life Integration

Meaning

The more conventional concept of work-life balance was based on the need to 'balance' your working hours between work and personal life. You'd quit work at work and not allow your personal life to follow you into the workplace when you got home.

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It has become apparent in recent years that attempting to strike a work-life balance is virtually impossible. Changes in how we connect and work have resulted in work spilling over into our personal lives. Our personal lives have an effect on how we perform our work because we are not robots. Work-life integration is a method for prioritizing — and integrating — these two aspects of our identity.

Work-life integration leads to less tension and a greater sense of fulfilment. This is why, from an HR and performance management standpoint, work-life integration is critical. Employees that are less stressed are more active, have higher morale, and are more efficient. Employees who have access to more flexible work conditions are also affected.

Benefits

Work-life integration allows you to devote equal time and energy to all aspects of your life without sacrificing one for the other.

●   It's more realistic. While establishing a separation between work and home might be your intention, it isn't always possible, which can affect your mood if the balance is thrown off (e.g. you have to work overtime).

●   A modern perspective on work. Combining work and personal life will help you live a more interesting life. Rather than counting down the minutes before you can spend time with your family, you should work from home and enjoy their company at the same time.

●   It's an excellent method for successfully prioritizing. You'll be able to balance your activities in a way that meets your needs if you change up your "9-to-5" with both work and home-based responsibilities. This could include working in the morning, then going to the gym, cooking dinner, and/or picking up the kids, and then compensating with work-related tasks in the evening.

Introducing work-life integration into performance management system

Introducing work-life integration as a means of versatility can seem daunting at first, but it is a great step forward for your business. Your performance management system will help you stay ahead of the game and keep your company competitive while also establishing a progressive reputation among graduates and other promising candidates.

Work-life integration necessitates the application of laws. Although it is vital for workers to be able to set their own hours, managers should be clear about their expectations. As a result, goal-setting is important. Encourage workers to set SMART goals that can be monitored using advanced performance management tools. This will ensure that everyone is on board and that no one is exploiting the company's flexibility.

Communication must be prioritized. Organize one-on-one meetings with your employees on a regular basis to track their progress and monitor their results. This will enable your employees to share any concerns they might have or address pertinent issues. Furthermore, businesses should adopt technology and implement a company-wide employee communication system that allows for real-time input and engagement when required.

Managers must accept that each employee is unique, and that in order to optimize their productivity, they will need to work different hours. Some people are more productive in the morning and finish the majority of their work before noon, while others are more productive in the evening. This can take some getting used to, but as long as workers are following expectations and meeting targets, trust them and take a step back.

Moving forward, the work-life integration system should be considered during the hiring process. You want employees who are able to put in long hours, are self-sufficient, and don't need constant supervision. Employees may be asked specific questions to learn more about their work ethic, which can help you decide whether or not they are a good match for your company.

Finally, keep in mind that work-life integration is about more than just work. Be cautious of workers who seem to be working excessively long hours. Overworking and perfectionism can be just as detrimental to efficiency as a lack of effort. Overworking can lead to high blood pressure and sleep issues, which can lead to missed work days in the long run. HR departments should intervene if this activity becomes a problem and provide advice and assistance.

3.1.16 Relationship Management (Personal and Professional)

Personal Relationship management

Personal relationships at work can be beneficial to workers and, as a result, to businesses. In reality, attempting to combat this tendency can prove counterproductive and detrimental to workers' well-being. With more people working longer hours, the distinction between work and home life is thinner and more permeable than ever.

Personal relationships at work can also lead to higher productivity and lower employee turnover. When employees have friends at work, they are happier. It's easier to get through the day, and they're more likely to stay at their current place.

What they should do is make sure that everyone in the organization is aware of the company's policy on workplace relationships, and that managers are aware of how to handle it. The following are a few options for doing so:

1.   Provide guidance.

Consider providing management and supervisory instruction on how to deal with relationships between their employees. The key here is to ensure that managers understand how to discreetly track the relationship so that they can easily identify habits that are impacting organizational morale and avoid potential speculation or retaliation from other employees. Managers who are well trained will be better able to handle a crisis as it arises.

2.   Develop a workplace relationship policy.

Create a workplace relationship policy if your organization doesn't already have one. Again, keeping staff updated is the best way to ensure that workplace romances do not disrupt business operations. Some businesses, for example, permit employee

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dating as long as it is not between a boss and an employee who reports directly to him or her. It's also crucial to emphasize that all staff can maintain a professional demeanor and be discreet if they're dating a coworker.

3. Address the issue of sexual harassment.

Unfortunately, the distinction between a work romance and potential sexual assault can be blurry. Employees who behave in an unacceptable or unwelcome manner, such as persistently asking someone out on a date after being told no, should not be approved. Every employee should be aware of the company's sexual harassment policies, as well as how such allegations are handled and that the company has zero tolerance for such acts.

4. Encourage open dialogue with the human resources department.

Finally, encouraging people to come forward to the company's HR department if things get serious is a smart idea. Ascertain that they are aware of the company's partnership strategy and that you are prepared to assist them in growing their relationship without interfering with their job. Workplace relationships are likely to grow as our lives become more focused on our work.

Professional Relationship Management

It's not easy when it comes to building and sustaining a professional network.

It takes time, effort, and strategy to stay linked and maintain professional relationships. If you're looking to strengthen your professional relations, there are a few opportunities to do so both in your current workplace and online.

1. Enhance your communications skills

If your communication skills are poor or nonexistent, it will be almost impossible to improve your professional relationships. It's not just about talking to someone or hearing what they're saying. You must also be able to comprehend what the other is saying. Slow down as you talk, ask questions when someone else is speaking to you, and echo what you hear back to make sure you're still on the same page. Many workplace problems, such as low morale, increased stress, and missed deadlines, are caused by poor communication.

2. Respect for others

This is right up there with developing communication skills in terms of importance. Feeling disrespected, whether at home, at work, is something that most people can't stand.

Always note the golden rule when trying to improve your relationships: treat others the way you want to be handled. This entails being polite, speaking in a non-offensive manner, and respecting other people's time.

3. Positively respond to feedback

You can speak all you like about development and change, but if you can't take criticism with a grain of salt and don't know how to give positive feedback to others, you

won't be able to move forward. Giving others feedback allows you to build a stronger bond with them.

Receiving feedback from others allows you to discuss particular problems that are preventing you from progressing professionally. Feedback is all about perspective, and it will teach you how to view things from different perspectives.

4. Empathy is important

Developing better professional relationships isn't really about showing you're better than anyone, despite what it might seem. Being empathetic to others, especially those in subordinate roles to yours, can go a long way toward solidifying relationships.

Rather than feeling smug because you did something better or understood something that others didn't, turn the experience into a training tool and an opportunity to help someone else.

5. Others Should Be Honoured

It's easy to be envious of someone else's accomplishments, especially if you've been working diligently on your own project. Rather than being irritated or jealous, congratulate the person. If you get a notification on a forum like LinkedIn that it's their job anniversary or they've won an award, take advantage of the opportunity to catch up.

Showing sincere interest and congratulating them opens the door for you to ask questions or seek guidance about what they've been doing well.

6. Seek Opinions

One of the key reasons we network with people is to benefit from their expertise, talents, or knowledge at some point in the future, even if it's only by reading their blogs.

You shouldn't send out email blasts to anyone on your contact list on a daily basis (or you'll lose contacts left and right). If you have a genuine need for their input or advice, don't hesitate to contact them. Always be courteous and end with a thank you after you've inquired about them.

Summary

Throughout the last century, there has been discussion about the essence of leadership and management. This analysis does not cover debates about what characteristics make a successful leader or manager, what tasks leaders and managers can engage in, biographies of great leaders, or particular development methodologies.

Leadership development is evolving, and leading organizations see leadership as a critical factor in their long-term success. The value of linking leader growth to business goals, as well as an understanding that this means linking development activity to the business, is necessary. Leader development and business development are inextricably linked. Working with others in learning teams and action learning groups, learning from colleagues at all levels, one-on-one activity with key individuals, and activities as varied as business school programs and in-house organization growth programs are all part of leader development. They must accept the company's contribution to topics like diversity. Clearly, there is no such thing as a "one-size-fits-all" prescription.

Notes

Check your Understanding

1. Effective _____ are also able to work together with others and have useful expertise and experience for the team's goals.

2. A _____ is a collection of behaviors that people are supposed to exhibit as a result of their positions in a team or organization.

3. _____ refers to the activities that groups of people engage in to improve their morale and cooperation.

4. A _____ team building activity can help team members improve the skills they need for their careers.

5. The storming stage is all about getting to know your teammates as they _____ their ideas to one another.

6. In order to influence others, a _____ develops relationships.

7. An autocratic, also known as _____ style means giving up complete control.

8. Transactional leaders have formal _____ and _____ in the company, which gives them control.

9. _____ are the ones who give their supporters a say in almost every decision.

10. _____ allows leaders to assess their teams, consider the many factors at work, and choose the leadership style that best suits their objectives and circumstances.

11. _____ is a method of determining how closely people are related.

12. Isolates are members of a group that are not liked or welcomed by other members and have no _____ with them.

13. Developing a _____ necessitates a great deal of introspection and self-reflection.

14. _____ is the process of efficiently controlling time such that the appropriate amount of time is allocated to the appropriate task.

15. The work-life integration system should be considered during the _____.

Activity

1. Form a team and construct a sociogram by taking help of the example given above.

2. Find why work life integration has become more important than work life balance. Give your views.

Glossary

1. **negotiation -** discussion aimed at reaching an agreement

2. **Questionnaire -** a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study.

3. **Moral authority -** Moral authority is authority premised on principles, or fundamental truths, which are independent of written, or positive, laws. As such, moral authority necessitates the existence of and adherence to truth.

4. **Subordinates** - a person under the authority or control of another within an organization.

5. **Exacerbate** - make (a problem, bad situation, or negative feeling) worse

6. **Demeanor** - outward behaviour or bearing.

7. **Sexual harassment** - behaviour characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in a workplace or other professional or social situation.

8. **Integration -** the action or process of integrating

9. **Sociometry** - the study of relationships within a group of people.

10. **Assistance** - the action of helping someone by sharing work.

11. **Encouragement** - the action of giving someone support, confidence, or hope.

Questions and References

1. What do you understand by team design feature?

2. Explain the life cycle of a team.

3. What are the different types of team building?

4. Give some of the issues that are seen during team performance.

5. Differentiate between motivational leader and inspirational leader.

6. Explain transformational leadership.

7. Explain the two different models of situational leadership.

8. What is the role of leaders in change management?

9. What do you mean by sociometry?

10. What are some of the principles of criterion selection?

11. Define personal branding. Give its importance.

12. Explain the concept of work life integration.

13. How can you manage relationships in your professional lives?

Answers to check your progress

1. team members

2. role

3. Team building

4. skill-based

5. introduce

6. relational leader

7. authoritarian leadership

8. authority and accountability

9. Democratic leaders

10. Situational Leadership

11. Sociometry

12. Interaction

13. personal brand

14. Time management

15. hiring process

Module-4

Unit-4.1: Conflict Resolution and Negotiation

4.1.1   Meaning, nature, sources, stages & types of conflicts

4.1.2   Factors affecting conflict

4.1.3   Impact of Conflict

4.1.4   Ethical Dilemmas in Conflict

4.1.5   Conflict Resolution Strategies

4.1.6   Comparison of conflict management styles

4.1.7   Matching conflict management approach with group conditions

4.1.8   Third Party Intervention- Mediation, mediation process, function of the mediator, preconditions for mediation: Part 1

4.1.9   Third Party Intervention- Mediation, mediation process, function of the mediator, preconditions for mediation: Part 2

4.1.10 Inter cultural communication and conflict resolution

4.1.11 Negotiation -Types, purpose, stages: Part 1

4.1.12 Negotiation -Types, purpose, stages: Part 2

4.1.13 Four pillars of negotiation

4.1.14 Strategies, Persuasion

4.1.15 Behaviour and conduct during negotiation

4.1.16 Closing the negotiation

Notes

Unit-4: Conflict Resolution and Negotiation

Introduction

Conflict is difficult to define, because it occurs in many different settings. The essence of conflict seems to be disagreement, contradiction, or incompatibility. Thus, CONFLICT refers to any situation in which there are incompatible Goals, Cognitions, or Emotions within or between individuals or groups that lead to opposition or antagonistic interaction. The definition recognizes three basic types of conflict:

- Goal conflict is situation in which desired end states or preferred outcomes appear to be incompatible.

- Cognitive Conflict is a situation in which ideas or thoughts are inconsistent.

- Affective Conflict is a situation in which feelings or emotions are incompatible; that is, people literally become angry with one another. Conflict is very common in organizational settings. This is not necessarily a negative feature; the resolution of conflict often leads to constructive problem solving.

- Conflict exists in many forms other than the form that can result from competition, and managers should understand the different ways of conflict resolution. Thus examines conflict from a variety of viewpoints. It first considers the positive and negative aspects of conflict. Next, it discusses the levels of conflict that can occur within organizations. Finally, it identifies some of the basic strategies for managing conflict.

Negotiation skills are required for several positions. It could include forming structured agreements or contracts between clients, or assisting colleagues in solving a problem and determining a solution, depending on the job's specificity.

You can tell if anyone is a good negotiator by looking at their listening skills, imaginative problem-solving skills, and how they come up with a solution that meets everyone's needs. A successful negotiator understands how to communicate, convince, and still conduct thorough research.

4.1.1 Meaning, Nature, Sources, Stages and Types of Conflict

Meaning

Conflict is defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions. A conflict results in heated arguments, physical abuses and definitely loss of peace and harmony. A conflict can actually change relationships. Friends can become foes as a result of conflict Conflicts can be of many types like verbal conflict, religious conflict, emotional conflict, social conflict, personal conflict, organizational conflict, community conflict and so on.

Conflicts and fighting with each other never lead to a conclusion. If you are not on the same line as the other individual, never fight, instead try your level best to sort out your differences. Discussion is always a better and wiser way to adopt rather than conflicts.

The Nature of Conflict

A conflict is the moment of truth in a relationship-a test of its health, a crisis that can weaken or strengthen it, a critical event that may bring lasting resentment, smoldering hostility, psychological scars. Conflicts can push people away from each other or pull them into a closer and more intimate union; they contain the seeds of destruction and the seeds of greater unity; they may bring about armed warfare or deeper mutual understanding.

1: **Conflict cannot be avoided**: It's impossible to avoid conflict. It is one of the vital forces that propels and often destabilizes the social engine. To fully participate in social life, one must desire, invite, and initiate human interaction, which leads to conflict. The majority of people yearn for interaction and connection with others. The lack of such interest is a sign of pathology and should be considered as abnormal. People want to connect with others, to know and be known by others, and to be understood by others. This inherent desire to be linked to others, to be with others rather than alone, is the root of many of life's great experiences as well as a source of friction.

2: **Conflict is bad:** The authors have firsthand experience with the inability of health care providers, managers, and clients to recognize and accept that unresolved dispute is pervasive in today's health care environment as health care professionals and conflict resolution professionals. Most people fear conflict and do their best to stay out of it and away from it, despite the fact that conflict is an unavoidable part of our daily personal and professional lives.

3: **Conflict is impossible to resolve**: Conflict is a normal result of interacting with other people. Despite this, the majority of us have never learned how to avoid it, keep it from worsening once it begins, or control it once it has begun. The majority of us are unable to accept that we are in the midst of a conflict. We pretend to be in the middle of a "discussion," a "disagreement," or a "difficult situation," and promise to work things out. Many health-care organizations are eager to recruit people to help with meeting facilitation, teambuilding, and organizational strategic planning. Few people are able to accept that they need assistance in handling conflict in their organization.

4: **We need a lawye**r: Since most people consider conflict to be negative and something to be avoided at all costs, they believe that if it must be dealt with, it should be done quickly and by someone else. People always tend to settle serious conflicts with the least amount of personal intervention as possible. Clearly, this is why people seek help from doctors, therapists, lawyers, accountants, and others to solve their problems. Many people believe they are unqualified to handle both personal and public conflicts. People's negative reactions to disputes are informed and shaped by this avoidance response, which leads to the perceived (and sometimes real) need to seek support to resolve them.

5: **All disagreements escalate into conflicts**: Disagreements do not emerge as full-fledged fights; rather, they mature over time. Disputes are referred to as quarrels, problems, differences, questions, issues, or difficulties as they progress. As previously mentioned, many disputes are most rapidly and easily resolved by the parties themselves. Disagreements are often avoided in the hope that they can go away, and they do.

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Sources of Conflict

There are six common sources of interpersonal conflict within an organization:

1. Inadequate Clarification of Responsibilities

When it is unclear who is responsible for what role or part of a project, conflict may arise. Job specifications and objectives that are clear will help to minimize this source of conflict.

2. Processes That are Inappropriate

Poorly designed processes and procedures often lead to conflict. To prevent falling into this trap, it's a good idea to review the processes and policies on a regular basis to make sure they encourage teamwork and cooperation.

3. Communication Problems

This is a common source of conflict at all levels of the organization. Keeping communication channels open and cultivating a culture that welcomes questions can go a long way toward reducing this source of conflict.

4. Performance Standards are Inadequate

Individuals easily figure out their own personal perceptions around work quantity and quality when performance and quality requirements are unclear. This will put them at odds with those who have different expectations. When it comes to articulating performance expectations, leadership and management should be reasonable, transparent, and consistent.

5. Lack of Resources

When employees compete for resources, whether it's administrative support, supplies, equipment, or financial resources, the stage is set for conflict. Asking employees what they need and then delivering it (if possible) fosters a collaborative rather than competitive environment.

6. Time Restrictions That are Unreasonable

When colleagues are unaware of the steps involved and the time required to complete their portion of a task or project, workplace conflict may arise. As a consequence, they may have unrealistic expectations of one another. Taking the time to think about role design and cross-training workers will help to reduce this source of conflict.

Stages of Conflict

1. Latent Stage

Latent conflict occurs when conditions in the situation arise that have the potential to become conflict-inducing forces.

There are four basic forms of latent conflict:

● Competition for scarce resources: Participants' demand for resources exceeds

available resources.

● Autonomy Drives: One person wants power over an action that another considers to be his or her own.

● Divergence of Subunit Goals: Two groups who need to collaborate on a joint operation can't agree on what they should do.

● Role conflict: Receiving incompatible role demands or requirements from others is the concept.

2. Perceived Stage

Even when no conditions of latent conflict exist, conflicts may emerge. This is the point at which one individual believes the other is likely to sabotage or frustrate his or her objectives. Conflict is perceived because there is no latent conflict, and this is said to be the result of the parties misunderstanding each other's true position. Improved coordination between the groups will help to overcome such conflicts.

3. Felt Stage

The stage of felt conflict occurs when the conflict is not only perceived, but also felt and recognized. For example, A might be aware that he and B are having a significant disagreement about a policy. However, this does not make A nervous or anxious, and it may have no impact on A's feelings for B. The mechanism that causes many people to be worried about conflict dysfunctions is the personalization of conflict. To put it another way, it makes them aware of the conflict.

There are two explanations for the conflict's personalization:

i. The individual's inconsistency in demands for efficient organization and personal development. Anxiety may also arise as a result of a crisis or external stresses. Individuals must express their fears in order to preserve internal balance.

ii. When an individual's entire personality is involved in a relationship, conflict becomes personalized. Intimate relationships that distinguish different institutions and residential colleges are the most common source of hostile feelings.

4. Manifest

The stage of manifest conflict occurs when the two parties participate in behaviors that elicit responses from one another. Open provocation, apathy, sabotage, withdrawal, and perfect adherence to rules are the most visible of these responses. Violence as a mode of manifest conflict is uncommon, with the exception of prison protests, democratic revolutions, and serious labor unrest. The motivations for violence may persist, but they are now expressed in less violent ways.

5. Conflict Aftermath

Depending on how the conflict is resolved, the aftermath of the conflict can have positive or negative consequences for the organization. If the conflict is resolved to the satisfaction of both parties, the foundation for a more cooperative relationship may be laid; otherwise, the participants' desire for a more orderly relationship may lead them to concentrate on latent conflicts that were not previously recognized and addressed.

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If, on the other hand, the conflict is only suppressed rather than resolved, the conflict's latent conditions can worsen and erupt in a more severe form before they are addressed. 'Conflict aftermath' is the name given to this conflict episode.

Types of Conflict

When it comes to workplace conflict, there are four basic types to consider, and they're not all that different from the other conflicts you heard about in freshman literature except that they all include people. They are as follows:

1. Intrapersonal Conflicts

Intrapersonal conflict occurs when a single individual's goals, beliefs, or responsibilities diverge. When a lawyer represents a defendant that he believes is guilty of the charges levelled against him, he can face a clash of values. When a worker who wants to get her MBA is offered a job that needs her to move to a different state, she will have an intrapersonal conflict. It may also be a clash of roles, such as a worker having to choose between dinner with clients and dinner with family.

2. Interpersonal Conflicts

Interpersonal conflict, as the name implies, is conflict caused by differences in interests, values, and styles between two or more individuals who may interact. Since this is a conflict between people, it can become very personal.

3. Intragroup Conflict

Intragroup conflict occurs when members of a group or team disagree about goals or procedures. A board of directors, for example, may choose to take a chance by launching a series of products on behalf of their company, despite the fact that some members have expressed objections. Intragroup conflict arises when they address the benefits and drawbacks of taking such a risk.

4. Intergroup Conflicts

Intergroup conflict occurs when groups inside and outside of an entity disagree on a variety of issues. Intergroup conflict may also occur within the same organization, and this is referred to as intergroup conflict. Horizontal conflict, which is conflict with others on the same peer group as you, or vertical conflict, which is conflict with a boss or a subordinate, are both examples of these types of conflict.

4.1.2 Factors Affecting Conflict

There are several factors that affect organizational conflict, and some of them might not be as severe as you think. It is true that daily events will erupt into drama if they are repeated or pervasive enough. Such instances are as follows:

1. Unrealistic Expectations

How much do you hear workers complain about their managers ignoring their limited time and slamming them with more work? This occurs often as a result of demands within the company to produce as efficiently as possible in order to save

necessary resources and generate profit. However, just because the corporation is overburdened does not mean that workers have unlimited resources. If managers really want to know how to overcome workplace problems, they can try to minimize unnecessary tension for their workers where they can, which includes respecting bandwidth limits so that employees don't become overwhelmed, resentful, or angry.

2. Communication Issues

Feedback channels that are open are relevant in business because they can help with conflict resolution in the workplace. This involves contact between coordinating colleagues, employee-manager communication, and manager-manager communication. Employers should be receptive to employee input, particularly in regards to burnout, the resources they need to complete assignments, and any problems that may arise as a result of a dysfunctional company culture.

3. Absentee Leadership

While most (if not all) workers will say they don't like micromanagers, they will also tell you that they need leadership. Dealing with employee conflict can become much simpler when the mediator – often the manager – has established rapport or a relationship with the workers concerned, in addition to the essential needs of visible and active leadership. If an employer who is often MIA is brought in solely to deal with conflict, they cannot be as good at handling the situation and receiving buy-in from the affected workers.

4. Unclear Job Roles

Job uncertainty has long been a major source of workplace stress, making it one of the most significant factors influencing workplace conflict. Employees may become stressed and irritated more quickly when they take on different positions as a result of business changes or when goals are not expressed clearly. They do not know whether they're doing enough, when to outsource or seek assistance, or what the repercussions will be if they fail to complete the task.

5. Interpersonal Relationship

Each member of an organization has a distinct personality, which plays an important role in resolving conflict in the workplace. Interpersonal issues between members of the company are often the source of workplace conflicts.

4.1.3 Impact of Conflict

Conflict has the following serious impacts:

1. Mental Strain

Excessive conflict causes stress and anger in people's minds. This is harmful not only to the persons (as they can become depressed), but also to the organization (people do not positively contribute to organisational productivity).

2. Dissatisfaction

Conflict breeds animosity and dissatisfaction. This limits the ability to think

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creatively and reduces the productivity of the community. Discontent occurs when individuals are unable to reach mutually acceptable solutions. People are dissatisfied with their current positions. This reduces the efficiency of the company.

3. Breakdown of communication

Individuals or organizations that cultivate opposing views stop engaging with one another. This limits their ability to communicate with one another, resulting in inter-group rivalry and the lack of constructive ideas.

People do not agree with each other because disagreements lead to disagreement and communication breakdown, resulting in the division of groups and units. This diverts attention away from organizational priorities and causes organizational instability.

4. Resignation

Dissatisfaction with one's job can lead to resignation. If the outcomes do not favor those who strongly reject certain decisions, they will leave certain organizations and seek employment elsewhere. It is a loss for the organization if these people are diverse and innovative.

5. Perceptions skewed

Groups have strong opinions about their own behaviors and ignore those of the other. They emphasize their advantages over rivals' disadvantages. As a result, the organization's goals are not met.

6. Competitive Struggle

Conflict leads to rivalry, and competition leads to conflict. Competitive struggle, rather than achieving consensus, compromise, or resolution, reduces a group's capacity to think and behave positively.

7. Individual goals take precedence over group goals

Members promote personal goals over group goals. They consider how to advance their own personal interests rather than the interests of the organization. This decreases the productivity of the organization. People divert their attention away from positive thought and toward negative thinking.

Rather than following organizational objectives, they consider how to prevail over conflicting situations. Short-term personal issues therefore take precedence over the organization's long-term goals. People prioritize personal goals over organizational objectives. As a consequence, target substitution occurs as the short-term perspective takes precedence over the long-term perspective.

8. Threat to Group Survival

Members can stop working in extreme circumstances, posing a threat to the group's survival. This disrupts the group's ability to survive and puts its future in jeopardy.

4.1.4 Ethical Dilemmas in Conflict

The presence of ethical dilemmas of various types in the realms of corporate culture and business organizations is not unusual. This is due to the high degree of decision-making that goes into managing day-to-day company operations as well as leading significant organizational changes. An ethical dilemma can be described in the sense of business organizations as a dynamic situation at work that managers or employees must deal with, resulting in a conflict of moral imperatives. Typically, a large number of different types of people work together in corporate organizations to achieve organizational objectives. Most of the time, these people have distinct personalities and desires, which are formed by distinct values and personal choices. People with diverse sets of personal and moral principles are more likely to be at ease with a variety of ethical standards. However, this can lead to moral conflict among various individuals working in the company, which can lead to ethical dilemmas where difficult decisions must be made.

1. Unethical Leadership

It is one thing to have a personal problem with your boss, but it's quite another to complain to someone who is acting unethically. This can be overt, such as manipulating numbers in a report or wasting company funds on unrelated activities; however, it can also be subtle, such as bullying, accepting unwelcome gifts from vendors, or being asked to skip a standard procedure only once. Abuse of leadership power is an unfortunate fact, as statistics show that managers are responsible for 60% of workplace misconduct.

2. Toxic Workplace Culture

Organizations led by dishonest executives are more than likely to have a hazardous work environment. Leaders who don't mind taking bribes, manipulating sales statistics and records, or pressuring employees or business associates for "favors" (personal or financial) will treat their employees with contempt and bullying. A toxic culture can be intensified by constantly repopulating the business with like-minded personalities and toxic mentalities, particularly with the current focus in many organizations on hiring for "cultural fit." Worse, recruiting for "cultural fit" may be used as a cover for discrimination, resulting in further ethical and legal ramifications.

3. Discrimination and Harassment

Laws require organizations to be equal employment opportunity employers. Organizations must hire a diverse staff, implement policies and training that promote an equal opportunity policy, and cultivate an atmosphere that respects people of all backgrounds. Unfortunately, many businesses continue to violate EEOC regulations. When workers are discriminated against or harassed because of their race, ethnicity, gender, disability, or age, not only is an ethical line crossed, but also a legal one.

Since most businesses are wary of the expensive legal and public repercussions of prejudice and abuse, you can come across this ethical dilemma in subtler forms, such as a manager's apparently "harmless" off colour jokes or a more pervasive "group think" mindset that can be a sign of a toxic culture. This may be a group attitude against a "other" group (women, for example, aren't a good fit for our group). Your best approach

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is to uphold your personal beliefs while resisting intolerant, immoral, or illegal group norms by presenting an alternative, inclusive viewpoint as the best option for the group and organization.

4.   Unrealistic and Conflicting Goals

Your company sets a target that is unrealistic, if not impossible to achieve—it may be a monthly sales figure or a production number. Although having guided leadership with ambitious company goals is critical to innovation and development, how workers, and even some leaders, go about achieving the target could raise an ethical red flag. Unrealistic goals may lead to leaders applying excessive pressure on their staff, who can consider cutting corners or breaking ethical or legal guidelines to achieve them. Cutting ethical corners rarely pays off, and if the whole team or department is struggling to achieve targets, company leadership will need the information to revisit those priorities and re-evaluate performance standards.

5.   Questionable Use of Company Technology

Although this may seem to be a minor snafu in the grand scheme of workplace ethics, inappropriate use of the internet and company technology costs businesses a lot of time, efficiency, and money. According to one study, 64% of workers go to non-work related websites during the workday. It's not only a waste of company resources and technology; it's also a waste of company time. This "little white lie" in workplace ethics can have a snowball impact, whether you're taking hourly breaks to update your social media news feed or know that a co-worker is using company technology tools to work on freelance jobs. The answer is simple: don't do it while you're working on the company's computer on company time, no matter how tempting it may be.

4.1.5   Conflict Resolution Strategies

Successful conflict resolution strategies are required in almost every aspect of life at some point. Conflict is a struggle that can occur when people have strong differences of opinion or interests. Conflict between colleagues can occur in many situations in the workplace, and when it does, it is critical to settle the problem before it escalates. Conflict resolution is a process by which opposing parties work out a peaceful solution to their conflict that is acceptable to all parties.

There are five common strategies for resolving workplace conflicts:

1.   Accommodating

Smoothing is a method of conflict resolution in which one party agrees to give the opposing party just what it wants to fix the issue.

In certain situations, accommodating is a good way to resolve a conflict. If your view on the subject isn't very good, for example, it's always easier to comply. This approach helps you to solve a problem in the short term while working on a long-term solution.

2.   Avoiding

This approach entails simply dismissing the possibility of a conflict. When people

do not want to participate in confrontation, they prefer to avoid it. By avoiding, they are able to neglect the fact that there is a problem. There are times when avoiding conflict is the best option, such as when there is no obvious answer or when a disgruntled party requires time to calm down before confronting. Avoidance, however, may necessitate more effort than simply confronting the issue, and it may cause conflict between the disputing parties.

3. Compromising

Compromise, also known as reconciliation, is the process of reaching a common understanding to resolve a conflict. In order to reach an agreement, all sides voluntarily give up some of their conditions. This can be an easy way to settle a dispute before it escalates into something more serious. Compromise can also be used as a stopgap measure before the parties involved can come up with a more long-term solution.

If it is impossible to make both parties absolutely satisfied and still moving forward, it is necessary to negotiate.

4. Collaborating

Collaboration, like compromising, entails negotiating with the other party to find a mutually acceptable solution to a problem. A salesperson and a customer, for example, can collaborate to negotiate contract terms until both parties are satisfied.

5. Competing

Competing is an uncooperative, highly assertive strategy used by people who are adamant about winning at all costs. Since it doesn't allow for collective problem-solving, this approach isn't always credited with producing satisfactory results.

4.1.6 Comparison of Conflict Management Styles

The activity of handling or settling disputes and arguments between many parties is known as conflict management. The purpose of conflict resolution is to reduce negative elements while allowing the parties concerned to reach an agreement and a point of resolution.

The type of conflict resolution you should choose is determined by the nature of the dispute. There is no one-size-fits-all approach to conflict resolution in the workplace. Some conflict management techniques prioritize the outcome above the relationship between the parties involved, while others prioritize the relationship over the outcome.

How to choose a conflict management style?

The desired objective, the relationships involved, and the timeline all factor into choosing a conflict management method. Select the right conflict management style using the procedures below:

1. Identify the value

Start by determining the most critical part of the resolution:

● Relationship: Consider accommodating or avoiding the relationship if it needs to be protected.

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- Outcome: Consider competing if the outcome is the most important factor.
- Relationship and outcome: Consider collaborating or compromise if both the outcome and the relationship are crucial.

2. Assess the consequences

Whatever method you use to resolve conflicts, there will be consequences. Make a decision on how much you're willing to give up to resolve the disagreement.

- Relationship sacrifice: Consider competing if you're willing to change your relationship.
- Sacrifice Outcome: Consider accommodating or compromising the outcome if you are willing to make a sacrifice.
- Not willing to sacrifice: If you are unwilling to make a sacrifice in terms of a relationship or a result, you should avoid or collaborate.

3. Establish a schedule

Determine how much time you have to commit to resolving the problem. This could be due to a time constraint or personal requirements.

- Lot of time: Consider collaborating or compromise if you have a lot of time to invest to resolving the problem.
- Less time: If you don't have a lot of time to resolve the problem, try avoiding, competing, or accommodating.

4. Consider your options.

You can choose the conflict management technique that is most suited to your circumstance now that you've determined what you value most, what repercussions you're ready to accept, and how much time you have to commit to the problem.

4.1.7 Matching Conflict Management Approach with Group Conditions

In a local group of participants who have different backgrounds, behaviors, and aspirations, differences are unavoidable. Some conflicts, on the other hand, will help the company achieve its objectives. Too little conflict, in fact, can lead to apathy, a lack of imagination, indecision, and missed deadlines. Project clashes also aid in the selection of better tasks and programs. These are referred to as "functional conflicts."

Functional conflicts can arise when a specific instance of dispute is allowed to persist, which can be avoided by 'programming' a conflict into the group's decision-making process by assigning someone the role of a critic. This also helps to prevent what is known as "group thinking," in which members of a group collectively agree on a course of action despite secretly holding deep concerns about it.

The most complex conflicts are those that arise from disparities in values. The most important thing is to figure out what's causing the disparities in the first place. However, any conflict resolution will feed a new conflict in a group. As a result, seeing disagreements as a set of expressions of established differences within a group with some ties to one another is helpful. The efficiency level of a group's functioning is

heavily influenced by how well it manages conflict.

Within a group, there are a variety of methods for resolving conflicts.

- Avoiding - Avoiding a conflict situation by withdrawing from it and leaving it to chance.

- Harmonizing - Harmonizing entails masking contradictions and claiming that all is perfect.

- Bargaining - Bargaining for both parties' gains in order to reach an agreement.

- Forcing - Forcing a party to accept a leader's or majority's decision.

- Problem-solving - Problem solving entails confronting and resolving disagreements in a cooperative manner.

Conflict Management within various group roles

1. The person in charge of presenting and clarifying the conflict's context.

Identifying the issue

i. Describe your issue in terms of behavior, effects, and emotions.

- Maintain personal ownership for the issue

- Use a particular event to demonstrate the breach of requirements or norms.

- Avoid evaluative assumptions and attributing motivations to the respondent by sticking to the facts.

ii. Persist until you've gotten your point across, and promote two-way communication.

- Reiterate your questions or include more examples.

- Avoid adding new problems or letting the frustrations and feelings to escalate.

- Inviting the respondent to ask questions and share a certain point of view is a good idea.

iii. Keep a close eye on the schedule.

- Approach a variety of issues, working your way from basic to complicated, easy to challenging, and concrete to abstract.

- On the other hand, don't get too fixated on a single problem. If you hit a stalemate, broaden the conversation to improve the chances of an integrative result.

Solution

Submit a request. As a basis for proposing desired alternatives, focus on things you have in common (principles, priorities, and constraints).

2. A chairperson in the group conflict management

Identifying the issue

i. Create an environment conducive to collaborative problem solving.

- Demonstrate sincere concern and curiosity. Even if you disagree with the complaint, respond sympathetically.

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● React to the lead person's emotions appropriately.

ii.   Look for more details about the problem.

● Ask questions that help the lead person's statement transition from general to particular, and from evaluative to descriptive.

iii. Agree with some of the complaint's points

● Show that you are open to improvement by agreeing with reality, opinions, emotions, or values.

Solution

Request suggestions - rather than arguing the merits of a single suggestion, brainstorm and search out several options.

3. A mediator for managing conflict

Identifying the issue

i.   Recognize that there is a disagreement.

● Choose the best setting for coaching and fact-gathering (one-on-one meeting vs. group meeting).

● Propose a method for resolving the conflict using problem-solving techniques.

ii.   Maintain a neutral posture

● Assume the role of facilitator rather than judge. Do not minimize the issue or blame the disputants for their failure to come to an agreement.

● Be unbiased when it comes to the involved parties and the problems at hand (as long as policy has not been violated).

● If you need to make a correction, do so in private.

iii. Monitor the conversation to ensure that it is fair.

● Discuss the effects of the conflict on success and the negative consequences of continuing the conflict.

● Keep the conversation focused on the topic rather than the individual.

● Allowing one side to dominate the conversation is not a good idea. To retain a sense of equilibrium, ask guided questions.

Solution

Consider your choices by concentrating on the interests that lie underneath specified positions.

● Investigate the 'why' behind the arguments/claims of the disputants.

● Assist disputants in seeing what they have in common in terms of objectives, beliefs, and ideals.

● This can be used to create a variety of options.

● Keep a non-judgmental attitude.

4.1.8 Third Party Intervention – Mediation, Mediation Process, Function of the Mediator, Preconditions for Mediations Part 1

Third Party Intervention

Conflict can arise for a number of reasons in today's dynamic organizations, including opposing interests, differences of opinion, limited resources, time constraints, and conflicting departmental needs. Many of these disputes can be resolved by the parties directly involved; however, there are occasions when those involved in these conflicts are unable to resolve their disagreements on their own.

A third-party intervention arises in the midst of a dispute, crisis, or war. When a conflict arises, it may be resolved in a variety of ways, including by intimidation, bilateral negotiation, or the intervention of a third party serving as an arbitrator or mediator between the parties. The position of a third party in nonviolent conflict resolution is to assist conflicting parties in realizing their own interests when a variety of issues threaten to undermine or degrade their negotiating relationship (Young 1967). In the course of resolving a conflict, third parties may be helpful. They may also contribute positively and directly by focusing the parties on a termination agreement, providing an agenda, and/or influencing the negotiating process' timing. They may also assist primary parties in overcoming constraints such as offering rationalizations for disavowal of previous negotiating positions (face-saving), certifying the benefits of an agreement (guaranteeing), or providing protection against the risks of an agreement's failure (leverage) (Brecher and Wilkenfeld 1997, 849). Third parties may also use aggressive means to resolve a dispute, such as militarized action.

The analysis of third-party interventions in conflict resolution is inextricably related to negotiation, and there is a substantial body of literature on negotiation approaches and the role of third parties in conflict resolution. The topic of third parties and conflict management crosses several fields and epistemological/methodological approaches, causing some ambiguity about the terms and meanings to be examined.

In conflict management, the word "third party" refers to an individual or group of persons who intervene to assist parties in a dispute in resolving their differences. In a conflict situation, a third party may play a variety of roles. A third party could serve as a facilitator, assisting in the organization and scheduling of meetings between the disputing parties, the setting of agendas, the facilitation of constructive discussions, and the keeping of a record of what is being discussed.

A third party may also act as a consultant, assisting the disputing parties in analyzing and comprehending the causes of the conflict so that a resolution strategy can be devised. The facilitator and consultant positions also allow for limited third-party participation. Unfortunately, not all conflicts can be resolved with this minimal approach, and a more invasive technique can be needed on occasion.

Mediation

In several dispute resolution methods, mediation is the first step. However, there are still disagreements about the circumstances of mediation processes and the position of the mediator herself. To understand why mediation is relevant, one must first understand what mediation is. Most scholars agree that mediation is a form of third-party intervention that is typically described as a voluntary process (Ramsbotham, Miall

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& Woodhouse, 2011). When looking at the conflict timeline in greater detail, however, discord begins to emerge. When are mediations offered or needed, and what do they seek to accomplish? Some scholars include mediation as part of the philosophy of conflict transformation and/or management (Lederach, 1995; Bercovitch & Rubin, 1992), while others identify it as an attempt at conflict resolution (Lederach, 1995; Bercovitch & Rubin, 1992). (Wallensteen, 2012; Svensson, 2015). They find various reasons and results to support their viewpoint based on their interpretation. They obviously research a different object: on the one hand, mediation as an attempt to put the parties in indirect contact, gain trust and confidence in each other, set agendas, explain issues, arrange locations, reduce tensions, and explore the interests of either party (Ramsbotham et al., 2011, p. 181).

All of these efforts which indirectly contribute to or increase the possibility of a conflict resolution, but they are not aimed at achieving a peace agreement in the first place. On the other hand, mediation is also used interchangeably with arbitration to end an armed conflict after it has erupted, with the aim of achieving a truce or a peace agreement. According to Wallensteen (2012), dispute management and transformation do not fix the issue of resolving the parties' key incompatibilities and are instead "simple ways of 'handling' a problem".

The first aims to manage the conflict and pave the way for talks, while the second equates negotiations and mediations, arguing that both mediation efforts have the goal of resolving the key incompatibilities – hopefully leading to a peace agreement. A wider term is used to include the most popular understandings of mediation. Bercovitch and Rubin (1992) developed a well-known framework, which stated:

"Mediation is a process of conflict management, related to but distinct from parties' own effort, where disputants seek the assistance, or accept an offer of help, from an individual, group, state or organization to change, affect or influence their perceptions or behavior, without resorting to physical force or invoking the authority of the law."

Advantage of Mediation

Dealing with family conflicts or organizational conflicts is complicated, but mediation can be helpful in resolving a stressful and sometimes emotional situation.

Mediation can be a more efficient and cost-effective way to resolve conflicts, and it can leave both sides feeling better about the final decision. Mediation has a number of other important advantages, including:

1. Greater control — Since no binding agreement is taken, mediation does not guarantee a result. Instead, the mediator meets with the parties to try to reach an agreement, although there is no assurance that the problem will be solved. This may mean that all sides have more leverage over the solution and aren't obligated to accept a result that they don't want.

2. Confidentiality — Litigation, or the method of resolving disputes in the courts, may be a very public process. Unless all parties expressly agree otherwise, when conflicts are resolved outside of court by mediation, they are completely private to all parties.

3. Reduced costs — Resolving litigation in the courts is generally very costly, and the final costs can be extremely volatile. Mediation, on the other hand, can also be much smoother and less expensive than going to trial.

4. Enhanced support — Mediation entails a professional, impartial mediator engaging with the disputing parties and assisting them in reaching an agreement that is satisfactory to both parties. The Mediator listens to all points of view, speaks with the parties separately and together when necessary, and guides each party through the process.

5. Relationship preservation — Resolving family or workplace disputes is difficult enough, but going through a legal battle and the pressures of the courts can make it much more difficult, putting additional strain on both parties' relationships. Mediation, on the other hand, assists all sides in successfully negotiating with one another and arriving at a negotiated solution that benefits both parties involved.

4.1.9 Third Party Intervention – Mediation, Mediation Process, Function of the mediator, Preconditions for Mediations: Part 2

Mediation Process

Convening the mediation, opening remarks from both parties, holding a joint discussion, private caucuses, negotiation, and closure are all phases of the mediation process. With these stages in mind, it's clear that the mediation process progresses from expressing opposing concerns to exploring them and then reaching viable agreements.

1. Mediator's Opening Statement

The mediator takes time to introduce all of the participants, define the mediation process' agenda, and establish the process' guidelines, as well as any rules or regulations. In addition, the mediator tries to persuade the parties involved to participate in the mediation process. This opening phrase, according to Cohen (1995, p.46), sets the tone for the mediation process. It's crucial because the parties are meeting for the first time, and the mediator must prove his or her legitimacy to all parties.

This stage establishes the fundamental tenets of the entire procedure and allows the parties to become acquainted. When explaining the process's priorities and rules, the mediator must be concise. Communication must be in a language that everyone understands, and where there are language barriers, successful interpreters must be needed. Confidence and integrity persuade parties that they have chosen the best option in using the mediation process, and the mediator must deliver the opening statement in a clear, knowledgeable, and efficient manner.

2. Opening Statements of the Parties

This stage entails each party outlining the conflict, its scope, and how they have been influenced by it in their own words. When one group is speaking to the other, the other must remain quiet. This enables one side to fully express their view of the issue to the other party as well as the mediator. The parties are now free to express their opinions about how the conflict should be resolved. The mediator takes care of the proceedings after the parties have set out their grievances and expectations. The mediator brings both parties' interests to light at this stage. They summarize all comments made by the parties and ask each party to explain their specific concerns in order to ensure consistency and prevent misinterpretation.

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This stage is critical in the mediation process because it ensures that both the other party and the mediator are aware of the involved parties' views and concerns. It also allows for the creation of a relaxed, tension-free, and constructive environment in which fruitful negotiations can be practiced. Furthermore, all sides have the ability to appreciate each other's points of view, which may lead to stronger negotiation in the later stages of mediation. In essence, the needs and alternatives posed at this point may have a significant impact on the mediation process.

3. Joint Exploratory Discussion

The mediator invites the parties to an open discussion of their issues after the summaries have been completed. Before they begin working on any issues, the mediator makes a list of the issues they would want to address. The agenda is based on this list, and problems are addressed one by one. Parties are encouraged to speak directly with one another about their concerns. They are able to express their interests and needs in this manner. After such a discussion, the parties are well aware of each other's demands and aspirations.

In an ideal situation, the mediator can keep an eye on the conversation to ensure that it remains calm and civil. When attempting to resolve a conflict, negative feelings such as rage and resentment are almost certain to arise.

The mediation process is likely to be slowed by these emotions. As a result, the mediator must be aware of when the conversation is likely to devolve into an argument and devise a plan to divert it away from that route. In this situation, interpersonal communication skills come in handy, allowing the mediator to seek the parties' cooperation. The mediator can also inform the parties of the importance of the process and their responsibility for successful participation. While a mediator has the option of entering the negotiating phase right away, the discussion stage is extremely advantageous. Furthermore, this step, known as the communication stage, allows any other unspoken problems to emerge. As a result, the mediator should use this stage to pave the way for the negotiation stage to proceed smoothly. Mediators are supposed to be professional, trustworthy, and effective in their work, according to Bush (1989) and Cohen (1995).

4. Private Meeting

In the mediation process, private meetings or caucuses are often necessary. They entail the mediator speaking with the parties in private and listening to their perspectives and responses to what was discussed. A private caucus may be needed in some cases to resolve heightened tensions or other issues that have arisen during the debate. During the caucus, the mediator reviews the mediation process' ground rules, and when the parties express their issues, the mediator takes careful note of them. The mediator can be able to adjust amicable resolution techniques by testing the perceptions of one group on the others. The mediator will use approaches like evaluating the advantages and disadvantages of what has been negotiated and focusing on the parties' interests to get the parties to a common ground.

To ensure fairness and prevent accusations of prejudice, a private caucus should be conducted for all parties. Nonetheless, this stage has major advantages and improves the mediation process' effectiveness. These benefits include the ability to

communicate openly with the mediator, which allows the mediator to have a greater understanding of the parties' concerns and thereby ensure that the process proceeds smoothly. Due to the absence of one party, the process can be more relaxed, versatile, and allow for more creativity. A caucus' scheduling is crucial, and the mediator must be able to determine the best time to conduct it. Stalemates are more often than not what necessitate a private caucus. The situation is tense in such cases, and the mediator must maintain trust and confidentiality while still communicating the intent of the caucus.

5. Negotiation

The stage of negotiation is when two or more parties meet with the aim of reaching an agreement. Essentially, the parties are conscious that they must harmonize their positions in order to reach a mutual agreement at this time. According to Danciu (2010), the parties communicate the solutions' strengths and limitations and make changes that are appropriate for them. The mediator bears a significant amount of responsibility for determining when a discussion is ready for negotiation. When parties have reached a stalemate and realize they can no longer fight with their opponents, a conflict can be called ripe. As a result, the mediator must determine if the participants are assured of this and confirm the parties' ability to carry out any agreements reached. By involving the parties in understanding the costs and benefits of different topics, the mediator will improve the ripeness of the discussion. Furthermore, emphasizing the importance of resolving the dispute will generate constructive pressure, allowing the parties to enter into negotiations. The negotiation's goals are set after an analysis of the advantages and disadvantages of the issues at hand. All sides express their goals before engaging in negotiations to find a middle ground.

6. Closure

The mediator aims to finalise the mediation process after the negotiations have concluded and agreements have been reached. This will entail writing down the terms of the contract. They could also be signatories to the agreement and want documents written and signed to make the agreements legally binding. Mediators should congratulate both parties on their accomplishments and assure them of the confidentiality of the process as the mediation process comes to a close.

The fact that the mediation process is intricately complex is evident from the preceding discussion. Throughout these phases, the mediator plays a key role because they recognize the sensitivity and weakness of their positions. Nonetheless, the mediation process is based on contexts of continuity, in which the parties involved are connected by a series of interactions. As a result, they understand the significance of participating in the process. Furthermore, the process is motivated by the need to strike a balance between relational and substantive goals. Only when both the participants and the mediator are concerned with these two aspects will there be space for both parties' needs to be met equally.

Functions of the Mediator

Meaning

A mediator is an impartial third party that helps all sides reach an agreement. The mediator starts the meeting, then talks about the issue at hand and assists the parties

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in coming up with solutions. It is important for a mediator to be objective and impartial. The mediator is unable to provide a solution. Certain terms are agreed upon by all parties. A mediator does little other than assist the parties in expressing their positions and listening to their differences in order to find a compromise that meets everyone's interests and works toward a fair and workable resolution. The decision-makers are the parties themselves.

Functions

Mediation aims to settle genuine disagreements in a peaceful manner. A mediator has an important role to play in the mediation process.

Neutral Party: The Mediator is a third-party neutral who supports the disputing parties in reaching an agreement. Even though the parties determine the outcome of the mediation, the mediator is the one who calls the meeting, discusses the issue, and then helps the parties come up with potential solutions. Impartiality and neutrality are the most important considerations for a mediator. He must maintain full objectivity at all times. He would be unable to support any party.

His primary responsibility is to serve as a catalyst between the parties. He must take the appropriate measures to facilitate the parties' discussions and serve as a reference when assisting them in reaching an agreement. He is not permitted to express his thoughts on the situation. However, he can assess the situation, provide the parties with an idea of what could happen if the case goes to court, and then provide the parties with a few suggestions or potential remedies to help settle the conflict, implying that he might play devil's advocate.

Confidentiality: In the event, of a litigation there are a variety of cases in which the parties want to withhold some details that, if released, could drastically alter the outcome of the case. However, in the case of mediation, the parties are given the opportunity to meet with the mediator in private and discuss their side of the issue. The mediator's task is to force the other party out of his protective shell and push them to share the truth. It is the mediator's duty to reassure the group that whatever is said in his presence will be kept fully confidential.

Facilitates Interaction: A mediator facilitates interaction and encourages communication between the parties in order to reach an amicable agreement. He also assists each party in assessing the situation, determining the likely outcome if the case goes to trial, and determining how best to use the mediation opportunity.

The mediator assists the parties in:

● Improving their communication,

● Exploring legal and realistic settlement options, and

● Reaching a mutually agreeable solution to the issue.

Pre-conditions of Mediation

1. Complete fact-gathering preparation, including the discovery of critical facts. The secrecy of mediation helps the other side to make whatever argument they want. If necessary, have it signed under penalty of perjury before mediation.

2. Consider early mediation to avoid expending legal expenses that might prevent a settlement.

3. Analyze the situation in order to determine the Best Alternative to a Negotiated Agreement (BATNA), Worst Alternative to a Negotiated Agreement (WATNA), and Reasonable Alternatives to a Negotiated Agreement (RANA) (RATNA.)

4. Convene mediation by selecting a mediator or negotiating the mediator with the opposing party.

   i. Choose a mediator who has the resources and flexibility to get the best results.

   ii. Determine if a retired judge or a mediator-trained attorney is the right candidate for the job.

   iii. Choose between an evaluative, facilitative, or transformative mediator.

5. Write down a mediation agreement that includes:

   i. The location of the mediation, the role and compensation of the mediator, the involvement of parties with authority, and the mediation time parameters.

   ii. Think about mediation's prerequisites (i.e., pre-mediation offer, briefing exchange, expert presentation, exchange of data, etc.)

   iii. Consider whether simply having everybody to sit down is sufficient.

4.1.10 Intercultural Communication and Conflict Resolution

Meaning of Intercultural Communication

Every person is a cultural being. Human identity is defined by culture. It is a matter of personal identification. Every person is born into a culture and, as a result, develops all of the characters associated with that culture. Culture is based on a foundation of shared ancestors. From his or her culture, everybody develops a presumptive attitude toward life. It is a hazy collection of common basic assumptions and values, life orientations, attitudes, strategies, procedures, and behavioral norms that affects (but does not determine) each member's actions and perceptions of the'meaning' of other people's behavior (Spencer-Oaten, 2008).

Communication is a two-way process that involves participants not only exchanging information, news, ideas, and feelings, but also creating and sharing resources. Communication is the process of sending and receiving information with meaning from one person to another, i.e. sent by sender and received by receiver through various mediums. The process of transmitting emotions, attitudes, information, opinions, and ideas between living beings is known as communication (Parvenu, 1987). It is the discussion of evidence, thoughts, beliefs, or feelings between two or more people (Newman and Summer, 1977).

Intercultural communication is the connection of people from various cultural backgrounds with one another. It is a method of sharing, negotiating, and mediating cultural differences through the use of language and nonverbal gestures, as well as shaping relationships. Intercultural communication addresses a broad range of issues that arise naturally when a group of people from various religious, social, racial, and educational backgrounds work together in an organization or social context. It's also

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known as "cross-cultural communication." This aims to comprehend how people from various countries and cultures interact, connect, and interpret the world. It investigates situations and modes of interaction among people from various cultural backgrounds in order to ensure proper intercultural communication.

Effective communication between locals and people from various cultural backgrounds is known as intercultural communication. It is a form of communication between people whose culture, perceptions, and symbol systems differ enough to change the communication case. A person's ability to learn and comprehend how people from various countries and cultures act, interact, and interpret the world around them is needed.

Interpersonal Communication and Perceptions

Globalization has increased diversity in all areas of the world, whether in business, multinational corporations, the workplace, or universities, resulting in increased interaction and conflict among or between people of different cultures due to miscommunication. Intercultural communication is the study of communication through cultures and social groups, as well as how culture influences communication. Culture influences how people encode messages, what means they use to send them, and how they are perceived (Jakob 2011). Lack of intercultural communication skills, ineffective adaptation to a new world, and awareness of intercultural conflict resolution cause a slew of problems in human life during migrations, study abroad, international business, and so on.

Intercultural Conflicts

Conflict is described as two or more parties in a relationship having incompatible objectives or beliefs, as well as attempts to manipulate each other and antagonistic feelings toward each other (Fisher, 1990). Cultural differences can lead to conflict. As a result, cultural differences are mostly a matter of proportions; culture A is comparatively more hierarchical than culture B, implying that members of culture A espouse hierarchical ideals more often and under more conditions than members of culture B. In cross-cultural relationships, effective communication is crucial.

Characteristics

Intercultural conflicts are often marked by more ambiguity, language issues, and a clash of conflict styles than conflicts between people of the same community. Culture is complex and heterogeneous, however it is learned, according to these concepts. Beliefs and attitudes are manifestations of values, which contribute to worldviews that direct our understanding and navigation through life. "Cultures influence the ways we name, frame, blame, and attempt to tame conflicts," writes Michelle LeBaron (2003).

Because of the multi-layered and heterogeneous nature of culture, ambiguity, or uncertainty about how to approach or describe the conflict, is common in intercultural conflict. What appears on the surface of a dispute can be masking what lies underneath it. High context cultures can be unable to use words to explore topics of extreme significance, whereas low context cultures must access symbolic levels that are generally outside of their understanding. Knowing the general norms of a group, however, does not guarantee that a particular member of the group would behave

in the same way. Individual variations and meaning dimensions can be critical to comprehending.

As we attempt to label, frame, blame, and tame the dispute, language problems may add to the confusion—or clarification. Due to a lack of familiarity with each other's languages, dispute resolution can be difficult, and staying quiet can provide a required "cooling off" period with time to think.

Intercultural Conflict Resolution

People must recognize the existence of differences in conflicts and devise strategies for resolving intercultural conflicts.

Approaches to Conflict

Across cultural boundaries, different ways of naming and framing are used. People usually deal with conflict in the manner in which they were taught from an early age. Screaming and shouting can seem to be a dangerous confrontation to those who are used to a calm and reasonable conversation. Conflicts, on the other hand, can be interpreted in a variety of ways, depending on cultural preferences, meaning, and facework values.

Direct Approaches: Direct Approaches were preferred by cultures who believe conflict is beneficial and should be addressed directly, as working through conflict leads to more solid and stronger relationships. This method emphasizes using descriptive terminology and carefully articulating problems. The best solution is based on solving for a set of conditions that all parties have agreed on in advance.

Indirect Approaches: Indirect approaches, on the other hand, are preferred by cultures that see conflict as harmful to relationships and tend to deal with it in a non-direct manner. When people disagree in these cultures, they are taught to respond to the group's consensus rather than participate in conflict. Confrontations are thought to be harmful and counterproductive. Silence and avoidance are seen as successful conflict management strategies. Where conflict resolution is inevitable, intermediaries or mediators are used, and people who disrupt group unity can face sanctions or ostracism.

Emotionally Expressive: People or cultures that value strong displays of emotion during disagreements are said to be emotionally expressive. Outward expressions of emotion are interpreted as a sign of genuine concern and commitment to resolving the conflict. It is believed that expressing emotion through expressive nonverbal actions and words is preferable to keeping emotions away from the world. The sharing of emotions builds trust, and this sharing is required for credibility.

Emotionally Restrained: People or societies that are emotionally restrained believe that conflicts should be addressed in a calm and rational manner. Internalization is used to regulate emotions, and few, if any, verbal or nonverbal gestures are expressed. It's important to be sensitive to others' hurt feelings or to protect the other's face or honor. Trust is gained by demonstrating emotional maturity, which is required in order to appear credible.

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Intercultrual Conflict Style
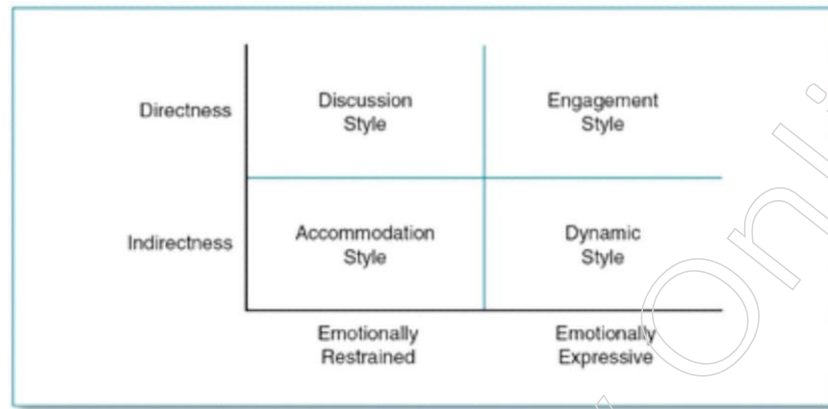
Conflict Resolution Styles

The Intercultural Conflict Style Inventory, or ICS (Hammer, 2005), assesses people's conflict resolution styles on two scales: direct/indirect and expressive/restrained. Individuals, as well as people from various national cultures, approach conflict in various ways. The following are the conflict resolution styles defined by Mitchell Hammer:

● **Discussion style:** It entails taking a clear verbal path: "say what you think and mean what you say." People are not permitted to separate their personal feelings.

● **Engagement style:** This style uses strong verbal and nonverbal communication. Sincerity is measured by the strength in which each group conveys emotion.

● **Accommodation Style:** It stresses language transparency to prevent conflict from spiraling out of control. It is based on the idea of preserving mental calm in order to achieve interpersonal harmony.

● **Dynamic style:** This style shows more emotion during a dispute by using indirect language that is mostly conveyed by third-party intermediaries.

It's important to understand that people and cultures deal with conflict in a number of ways for a variety of reasons. The preferred styles aren't rigid and static. For different partners, people use different conflict types. Gender, race, and religion may all have an impact on how we deal with conflict. Economic, political, and social problems can all lead to conflict.

4.1.11 Negotiation – Types, Purpose, Stages: Part 1

Meaning

Negotiation is a strategic mechanism in which two or more parties, teams, or organizations come to an agreement. It is described as "an interpersonal decision-making process required whenever we are unable to achieve our goals on our own."

An issue is discussed, a dilemma is solved, and a conclusion is reached during the negotiating process. Actions are taken in accordance with the terms of the agreement reached during the negotiation. It's an advantage if you can negotiate well. Consider the following scenario. In 1998, Hotmail co-founder Sabeer Bhatia signed a multibillion-dollar contract with Microsoft. He was able to raise the price of his company's

acquisition from $160 million to $400 million. Later, he was said to have attributed his negotiating abilities to the bargaining he used to do in Bengaluru's vegetable markets.

In our everyday personal and professional lives, we must compromise in a variety of situations. They are as follows:

- Salary negotiations for a prospective recruit
- Requesting a few days off from your boss and arranging your work schedule around it
- When your child is studying for a competitive test, negotiating some time for fun is a must.
- Trying to reach an agreement with your supervisor on a project timeline
- Negotiating the purchase price of the property you intend to buy

Types of Negotiation

The ability to negotiate is a valuable skill for today's profession. When both sides are on opposite ends of the continuum, negotiation will often include meeting halfway as a compromise. There are some various types of negotiations:

1. Distributive negotiation

When two parties negotiate over a single product or topic, such as price, it is known as distributive negotiation. Negotiating the price of a used car with a dealer or bartering with a street vendor, for example. One side wins, while the other is forced to take a step back and loses. Your ability to negotiate a fair distribution of resources will ultimately determine your success.

2. Integrative Negotiation

Do you know what happens when employees' union representatives meet with management to present their demands? They debate, present, oppose, persuade, and so on. They then come to an agreement on wages and other benefits. Integrative negotiation is the term for this form of negotiation.

It's one of the styles of negotiations in which more than one question needs to be resolved. The negotiation benefits both sides in some way. A win-win situation is ensured by an integrative negotiating mechanism.

3. Multiparty Negotiation

Three or more sides are involved in the multiparty negotiation process, and they use different negotiation techniques to make their points. A multiparty negotiation occurs when six friends decide on the venue of a party and discuss the benefits and drawbacks.

4. Team Negotiation

This form of negotiation is carried out between the two parties. Team talks, for example, are negotiating tactics used by the teams of two firms trying to combine.

An organization looks for participants with outstanding negotiating skills and highly established strategic thinking capacities while forming a negotiation team.

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5. Positional Negotiation

Positional negotiation is when you state your position from the beginning. Then you should protect the position from an attack. Positional negotiation is one of the most important forms of negotiation since it involves both sides holding firm positions and sticking to them adamantly. They cannot take the other party's interests into account or understand where they are coming from. Positional negotiation isn't thought to be very efficient.

4.1.12 Negotiation – Types, Purpose, Stages: Part 2

Purpose of Negotiation

The purpose of most negotiations is to reach an agreement to engage in an operation that will help all parties. Each group tries to reach an agreement that is beneficial to their own interests. Negotiations are similar to a game of chess in that the more skilled side normally wins. The aim of negotiation is to convince the other side that by doing it your way, they can solve their dilemma.

Preparation, also known as pre-negotiation, is the most critical aspect of a negotiation. This means you must have a clear picture of what you want, what is important to you, how far you are willing to go to reach your objectives, and when you will stop. Keep in mind the variety of potential results that would potentially satisfy all sides — in any negotiation, experience and self-awareness are the most powerful tools. Preparation often entails attempting to comprehend what the other side is attempting to accomplish. To do so, you must first learn to listen to them, which will provide you with more knowledge about the other party's strengths and weaknesses. By being as open as possible, you can build trust.

Approaches to Negotiation:

As with conflict management, negotiation can be handled in different ways. The outcome of a negotiation depends on the approach.

1. Bargaining Orientation:

This strategy is based on the idea that one individual can only succeed if the other loses – that any victory by one party must be balanced by the defeat of the other. This is why it's also known as the win-lose strategy. While this strategy is competitive and can cause ill will, it is often the best choice when the other party is willing to take advantage of you or when your interests truly clash with those of the other party and compromise is not an option.

2. Lose-Lose Orientation:

When one negotiating partner thinks his own interests are being compromised, he responds by doing all he can to ensure that the negotiation's result does not serve the other party's interests as well. In the end, everybody comes out a loser.

When negotiation partners disregard one another's needs or when the desire to harm one another outweighs the desire to find an appropriate solution, a lose-lose situation occurs.

3.   Compromise:

It's hard to imagine a lose-lose scenario as a desirable outcome. People often make compromises to prevent this. Both sides give up a portion of what they were looking for and settle for something less. When both sides are unable to persuade each other or when even partial achievement of one party's objectives is contingent on the satisfaction of the other, a compromise is the best option.

When contested resources are scarce, compromise is a good choice. For example, if two managers need a full-time secretary but cannot afford one due to budget constraints, they will have to compromise by sharing one secretary.

4.   Win-Win Orientation:

Since everybody is satisfied, the win-win approach is superior to other problem-solving types. However, such a compromise is only feasible if none of the parties' desires are incompatible.

Stages of Negotiation

The process of negotiation includes the following stages:

1.   Preparation

2.   Discussion

3.   Clarification of goals

4.   Negotiate towards a Win-Win outcome

5.   Agreement

6.   Implementation of a course of action

1. Preparation

Before any negotiations can begin, a decision must be made on when and where a meeting to address the issue will be held, as well as who will attend. Setting a time limit will also help to prevent the conflict from escalating.

This stage entails ensuring that you have all of the relevant information about the situation in order to explain your own position. In the work example above, this will include understanding the organization's "rules," who receives assistance, when assistance is not deemed necessary, and the reasons for those refusals. You will be able to refer to procedures in your company in order to prepare for the negotiation.

Preparing ahead of time to discuss the disagreement will help you prevent more conflict and wasting time during the meeting.

2. Discussion

Individuals or representatives of each side present their case, i.e. their interpretation of the situation, at this stage.

Questioning, listening, and clarifying are important skills to have at this stage.

Taking notes during the discussion stage may be beneficial in recording all points made in case more clarification is needed. It is important to listen, as it is all too

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easy to make the mistake of saying too much and hearing too little when there is a disagreement. Each side should have an equal chance to present their case.

3. Clarifying Goals

The priorities, interests, and views on both sides of the conflict must be explained as a result of the discussion.

It's a good idea to rank these variables in order of importance. It is often possible to find or create some common ground via this clarification. Clarification is an essential aspect of the negotiation process; without it, misunderstandings are likely to arise, posing difficulties and obstacles in achieving a favorable conclusion.

4. Negotiate Towards a Win-Win Outcome

This stage focuses on achieving a 'win-win' result, in which all parties believe they have achieved something positive from the negotiating process and that their points of view have been taken into account.

The optimal outcome is normally a win-win situation. While this might not always be feasible, it should be the ultimate aim of negotiation.

At this point, suggestions for alternative strategies and compromises should be considered. Compromises are always positive options that can help the parties involved rather than sticking to one's original positions.

5. Agreement

Once both sides' viewpoints and interests have been considered, an agreement can be attained.

It is critical for everyone involved to keep an open mind in order to reach a satisfactory conclusion. Any agreement must be completely transparent so that all parties are aware of what has been decided.

6. Implementing a Course of Action

To carry out the decision, a plan of action must be developed from the agreement.

4.1.13 Four Pillars of Negotiation

Effective negotiation begins with the recognition that there are multiple parties at the table, each with their own set of interests and concerns. This is true whether you're looking for donors, discussing budgets, or trying to get employees to cooperate with a transformation plan. Expecting others to buy into your vision merely because it appeals to you is foolish, if not arrogant. Rather, all parties involved in the process must believe that they profit as well and that their contributions are matched by gains. Negotiation based on relationships sets an even higher standard. Rather of focusing on a single transaction, it strives to build mutual trust, dependability, and future cooperation, which will create value that extends long beyond the present transaction.

1. Build a Productive Relationship

The goal of relationship-based negotiation is to identify methods to collaborate with

people now, during the life of the agreement, and ideally into the next agreement, even if the circumstance changes or challenges develop. To develop effective collaboration, you must first motivate people to work together. When others believe you have their best interests in mind as well as your own, cooperation is far more trustworthy and easier to attain. Finally, people must believe that working with you benefits them as well.

What are the keys to building a productive relationship? Negotiation based on relationships does not begin with a greeting. Rather, it occurs in three stages, the first two of which should begin far before the first words are spoken:

- Comprehend: Learn as much as you can about the other party and the problems that they are concerned about.

- Anticipate: Prepare persuasive responses by developing appropriate techniques, imagining potential reactions, and anticipating them.

- Connect: Communicate with people on the opposite side as partners; listen to their perspectives, demonstrate that you understand their problems, foster mutual empathy, and work together to overcome issues that divide you.

2. Pursue Outcomes, Not Points

Have you ever had a conversation with someone who was hell-bent on getting you to agree on every single issue, no matter how minor it was? What about someone who criticizes you for every apparent error in your thinking or behavior? Do they manage to persuade you? The difficulty with these tactics is that they are intended at getting your honest agreement and willingness to follow out the agreed terms rather than obtaining a favorable outcome.

It's critical to investigate whether the precise phrases you're looking for will lead to the desired result. The following are some basic questions to consider:

- Why do I want this term or provision?

- How would it assist me in achieving my goals?

- Is it incompatible with or jeopardizing any of my other objectives?

- Can these terms be put into practice?

- What negative consequences may the terms have if they were made public?

Putting a priority on results does not imply neglecting commitments. Healthy partnerships are distinguished from transactions by their commitment. Instead of referring the matter to their lawyers at the first hint of a problem, senior management may have spoken directly and constructively, allowing for joint and productive problem-solving and potentially even the discovery of new areas for mutual benefit.

3. Seek Solutions, Avoid Blame

Point-scoring contests not only divert our focus away from our desired goals, but they also ensnare us in conflicts. Rather than seeking innovative and effective solutions, we criticize the other person for being unreasonable and dig our heels in even further. Negotiation takes on the form of a private war for victory. The ability to solve problems is the most valuable quality of a successful negotiator. Instead of getting caught up in either/or arguments, we can focus on finding both/and solutions, which opens up a world of possibilities. Our focus shifts from waging fights ("Either you get

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your way or I get mine!") to finding solutions ("How can we meet both of our needs in the most efficient way possible?"). We can sort out our differences in a fraction of the time we would have spent fighting if we put our minds to it—and we have a much better chance of working together successfully in the future. Furthermore, the solution is frequently superior to each of the two one-sided options on its own.

While arguing who is right and who is wrong has a longstanding experience in the courts (and the playground), it is counterproductive in corporate interactions where we are trying to maximize cooperation. You don't get honest cooperation by making someone else realize they're wrong. When you're able to work together to solve a problem, you've achieved victory.

4. Focus on Fairness

While many people mistakenly consider negotiations to be games, there is a significant difference. When the last bell sounds and the winner is revealed, the game is done. Negotiations, on the other hand, are simply the start of a relationship in which you'll need the other party's help to accomplish the agreed-upon conclusion and build or protect your reputation. Doubts about the agreement's fairness or resentment over perceived ill-treatment throughout the negotiation can result in a far less satisfying result than the one you believed you had obtained.

Any negotiator's primary aim should not be to reach an agreement, but to reach an agreement that will be fully and voluntarily carried out. The majority of agreements fall apart because one side—usually moral, ethical, and sensible people—decides that they were treated unfairly in the original agreement. Fairness isn't merely a good term or an ideal of a perfect world. It's a basic emotional requirement that's ingrained into our minds. We refuse to cooperate with those who we believe have taken advantage of us, and we may even seek retaliation.

Fairness does not imply abandoning your objectives. It simply entails being open, honest, and fair; providing explanations, legitimacy, and objective evidence; acting in a reasonable manner; and valuing the value that each party brings to the table. It entails thinking about the relationship over time rather than just how much you can get out of the current transaction. It's really not that difficult. A fair employer will work out a pay package with employees based on a fixed scale or their individual contributions to the company. A reasonable profit is sought by a fair business partner who wants an arrangement that balances risk and generates a reasonable profit for both parties. A fair negotiator listens to the other side's concerns, explains them, and reacts to them. As a result, the agreement not only appears nice on paper, but it also appears good in practice.

4.1.14 Strategies, Persuasion

Negotiation Strategies

We don't have a choice whether or not to bargain while doing business. We only have one option: how well we negotiate. Every day, we all engage in some kind of negotiation. Supervisors use negotiation strategies and skills to inspire workers, set budgets and deadlines, employees negotiate for promotions and raises, parents

negotiate with their children to clean up, and spouses negotiate if they decide how to handle their time or finances.

Here are six main negotiation strategies that can be used in business or in everyday life, but are particularly useful in the negotiating process:

1. Negotiation is a continuous process, not a one-time occurrence.

Effective negotiation outcomes are the product of good relationships, which must be built over time. As a result, good negotiators are always on the lookout for ways to improve the relationship and reinforce their position. In certain situations, the outcome of the agreement is already known before the parties meet to negotiate it.

2. Consider the positive.

Often negotiators underestimate themselves because they do not correctly understand the power they possess. You have more leverage than you realize in most negotiation cases. You must believe that the other party needs what you bring to the table as much as you want a successful negotiation. Also, make sure the positivity shines throughout the negotiation. When engaging with the other person, be mindful of your voice tone and nonverbal body language.

3. Prepare

The importance of information in negotiations cannot be overstated. Investigate the other party's history, past conflicts, and any important issues. The more information you have about the other party's situation, the better place you'll be in to negotiate. Practice is the most critical aspect of planning! Negotiation is similar to golf or karate. To perform well, you must practice. Before you start negotiating, consider the best and worst case scenarios.

4. Don't get too worked up if things don't go your way.

It's a good idea to re-evaluate all of your roles and return to the table in these situations. In most situations, if you know what each party's highest and lowest aspirations are, you will typically find a middle ground in the overlapping areas.

5. Be articulate & build value

This is crucial, and it is what distinguishes successful negotiators from masters. You will shine when you have a deep confidence in what you're negotiating for. Learn the art of sharing your thoughts and ideas in such a way that others recognize their worth.

Here's how to do it well:

- When addressing a scenario, be clear.
- Make it clear what is required of you. Discuss how to put it into effect.
- Don't just talk about what needs to be done; really do it.
- Discuss the ramifications of your solution, and how it would benefit the other side.

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6. Take and give

Always make sure you get something in return when someone gives something up or concedes on a part of a negotiation. Otherwise, you'll be conditioning the other party to ask for more thus diminishing your own status and worth. Maintaining a balance establishes equality for all parties.

Persuasion

Persuasion skills are important for a good negotiation. You must be able to convince your colleague to see your point of view and support it. You will master the art of successful persuasion to persuade your partner by mastering key negotiating skills.

Why is Persuasion so Important in Negotiations?

Persuasion is a crucial ability to master in order to effectively negotiate. You should be able to persuade others to consider your point of view. You should also understand how to convince people to change their views. Some people consider persuasion and other aspects of negotiation to be talents, but they are skills that can be practiced among friends or colleagues, taught by expert negotiation firms, or even learned online through tutorials.

You'll be able to manage any disagreements during a negotiation if you learn how to persuade. The ability isn't limited to company negotiations. It can also assist in the resolution of political disagreements and even street fights.

Persuasion is described as using tactics to persuade others to change their mind, attitude, or mentality in order for them to agree with your point of view.

Types of Persuasion

In negotiations, you can use either the pull or the push style of persuasion.

● Pull Style- Having knowledge about the counterparty, knowing their stance, and forming a mutually beneficial agreement are all part of this style. If both parties want to have a long-term relationship with the other, this style is usually recommended.

● Push Persuasion- This method of persuasion entails providing facts to the other person and convincing them of your point of view. When the other party is more dominant and less involved in the partnership, it is acceptable.

Persuasion Skills in the process of Negotiation

Let's look at how you can use persuasion skills to positively affect the outcome of a negotiation now that you understand the role of persuasion during the negotiation stage and the various forms of persuasion styles.

1. Boost Your Self-Belief

To persuade others to consider your point of view, you must first believe in yourself. By practicing this ability, you will gain self-assurance.

You would be better able to persuade the counterparty if you are self-assured and motivated. You'll be able to think things through thoroughly and carefully assess which

option is best for you. You will gain a better understanding of your stance and be able to convince the opposing party to consider your viewpoints if you gather and evaluate evidence.

2. Learn to Respond to Criticisms Proactively

The most common blunder made during a negotiation is assuming that everything will go smoothly and that the other party will not object. However, this is an unusual occurrence. You should expect your counterparty to criticize you. In a negotiation, this is natural.

You cannot be caught off guard if you expect criticism from the opposing side. Being prepared will allow you to quickly comprehend and respond to any questions raised by the other party. You'll be able to transform objections into assets, paving the way for a fruitful negotiation.

3. Highlight the Advantages

You must also emphasize the advantages of the idea to the other party in order to persuade others. You must respond to the counterpart's simple question, "What's in it for me?" Answering this question will aid in aligning the initiative with the opposing party's interests.

Eventually, you can learn the basic but extremely necessary and successful skill of persuasion, as well as the critical steps to developing your negotiating skills. These skills will assist you in persuading the other person to consider your point of view, resulting in a successful agreement.

4.1.15 Behaviour and Conduct during Negotiation

A negotiator must be able to adapt their strategy to the situation in order to succeed in any negotiation situation. The best negotiators have an array of distinct negotiating behaviors that serve various objectives depending on the situation, just as a soldier on the battlefield would not use the same type of weapon for every fighting situation.

If you remember from our previous blog about the three dimensions of negotiation, the Creative Dimension usually produces the best results. However, in order to reach the fertile ground, a healthy amount of tension is needed. You can create such tension and lay the groundwork for new strategies that benefit all sides by strategically using the 5 Negotiation Behaviors.

Each activity can be classified into one of two groups. By adding elements of the Competitive Dimension, self-interest actions are used to shift the agreement from an excessively amicable state. Relationship-building activities, on the other hand, bring aspects of the Collaborative Dimension into an overly competitive situation.

5 main negotiating behaviors are:

1. Make Demands

Make Demands is the first relationship behavior. For several novice negotiators, this may sound counterintuitive, as making a demand that asserts one's self-interest

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may seem threatening and combative. The key is to be self-assured, assertive, and believe in the worth of your role. If you're upfront about your desires, needs, and goals, the other person can soon understand they're dealing with somebody who knows what they're doing – and won't be easily manipulated.

Use this behavior to: Communicate what you want and need from the negotiation, and allow the consumer to postpone price discussions until all needs have been addressed.

2. Ask Open Questions

Asking open questions is a relationship-building technique that may help to relieve unnecessary stress and anger in the other group. It's also a great way to learn more about the other party's real needs, rather than their surface-level specified desires. Open questions should not be answered with a simple yes or no, but should instead encourage discussion and participation. You might, for example, inquire as to how the other party came to their place or how they see the business relationship developing over the next few years.

Use this action to: Learn more about fundamental consumer needs, ways to add value, and the reason for the price objection.

3. Test and Evaluate

Relationship-building activity often includes testing and summarizing the other party's stance. This involves expressing their wishes and desires in your own terms and then asking them to affirm your understanding. This not only shows that you are able to hear the other party's point of view, but it also forces you to pay attention to what they say.

This behavior can be used to: clarify consumer expectations and strengthen the relationship.

4. Conditionally Purpose

There should be enough healthy tension to move on to the fourth negotiating behavior after you've made demands, asked a few open questions, and checked and summarized the other party's perspective. Make a conditional proposal. This entails coming up with innovative ideas for moving the agreement forward in a way that meets the needs of both parties. Try to keep the thoughts vague and non-specific when presenting them.

5. Set Up Opportunities

Finally, we have a self-interested conduct that gives our innovative ideas definition and guarantees that our needs are met. Value-based markets that split potential gridlocks and go both ways are at the heart of making trades.

4.1.16 Closing the Negotiation

It can be difficult to know when and how to wrap things up and call it a done deal with all the haggling, trading concessions, negotiating, stonewalling, and nibbling.

It might be clear to one side that the negotiation is over when all of the major issues have been settled and the small compromises have been debated to death, but not to the other. Perhaps one of the parties is inexperienced, stubborn, or unfamiliar with the principles of negotiation, and is attempting to bully or bulldoze their way to a better deal. Since the aim of win-win negotiations is for both sides to be satisfied, it's probably in the best interest to make the other party feel at ease during the closing process.

5 Ways to Bring a Negotiation to a Successful End

Even if you believe it's high time to end the negotiation, you still have a few obstacles to overcome: convincing the other party that you're finished, and coming to a conclusion that leaves both of you satisfied.

Here are five strategies for dealing with this potentially tense transition phase:

1. **Drop a Hint**

The other party may be hesitant to close because they are unsure if the time is right. They may be able to get more from you, or there may be a problem in which they are not yet pleased. Inform them that you assume you have reached an agreement on everything and that the talks are over. If you behave as if everything is in order, things will most likely start to come to a close as well - even if it means picking up a last-minute nibble.

2. **Shut It Down**

If the other side continues to drag it out, clearly refuse to talk about any further negotiations. Refuse to give something else up politely but strongly, and make it clear that you aren't involved. When the other side knows they've gotten all of the concessions they're going to get and aren't going to get anything more from you, they'll know the negotiation is practically over.

3. **Finalize it.**

"Let's just resolve this final issue," you suggest, bringing up a small detail that needs to be settled upon, such as a delivery period. This signals to the other side that this is the last piece of business you need to take care of. You should be able to wrap things up until it's resolved.

4. **Look for the missing piece.**

Inquire with the other party if all is in order and if you are done. Find out what's holding them up if they don't believe that all is resolved. Then you'll know exactly what you need to do to bring the negotiation to a close. After you've addressed the problem that they're talking about, double-check to see if they're satisfied and ready to close.

5. **Allow them to make a decision.**

Allow the other party to choose between two options. If you've reached an agreement on all but one point, or if you've identified two viable possibilities, set out

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your options and let them choose one. The negotiation is finished once they have agreed to their choice.

Summary

When people have opposing opinions, values, or theories on how to run a company, conflict is inevitable. When negotiating with individuals or other businesses, business owners can face conflict. Negotiation is a common part of acquiring economic capital or other business properties. Negotiation is the process of addressing each person's point of view on a subject and trying to find an agreement that benefits all parties. Since more people are active in the company's activities, conflict and negotiation are more common in larger business organizations.

As a result of conflict and negotiation, several options for resolving difficult situations can emerge. When considering discussion options and solutions, business owners can take the following steps: identifying the problem, analyzing the issue, developing various strategies or approaches, and acting on the results or ideas. When it comes to resolving conflicts and negotiating problems, these measures offer a logical framework to follow.

Check Your Understanding

1. A _____ results in heated arguments, physical abuses and definitely loss of peace and harmony.

2. The stage of _____ occurs when the conflict is not only perceived, but also felt and recognized.

3. Intragroup conflict occurs when members of a group or team _____ about goals or procedures.

4. _____ that are open are relevant in business because they can help with conflict resolution in the workplace.

5. Organizations led by _____ are more than likely to have a hazardous work environment.

6. _____ is a process by which opposing parties work out a peaceful solution to their conflict that is acceptable to all parties.

7. The word _____ refers to an individual or group of persons who intervene to assist parties in a dispute in resolving their differences.

8. A _____ is an impartial third party that helps all sides reach an agreement.

9. Intercultural communication is the connection of people from various _____ with one another.

10. _____ is a strategic mechanism in which two or more parties, teams, or organizations come to an agreement

11. A _____ occurs when six friends decide on the venue of a party and discuss the benefits and drawbacks.

12. _____ is a crucial ability to master in order to effectively negotiate.

Activity

1. Come up with a situation of conflict in a group and try to resolve it with the help of mediation process.

2. Make a group of 2 and try to persuade each other in the process of negotiation.

Glossary

1. **Conflict** - a serious disagreement or argument, typically a protracted one.

2. **Incompatible** - so different in nature as to be incapable of coexisting

3. **Smoldering** - burn slowly with smoke but no flame.

4. **Hostility** - hostile behaviour; unfriendliness or opposition

5. **Pathology** - the science of the causes and effects of diseases, especially the branch of medicine that deals with the laboratory examination of samples of body tissue for diagnostic or forensic purposes.

6. **Inappropriate** - not suitable or proper in the circumstances

7. **Manifest** - clear or obvious to the eye or mind

8. **Mediation -** Mediation is a process wherein the parties meet with a mutually selected impartial and neutral person who assists them in the negotiation of their differences

9. **Confidentiality** -the state of keeping or being kept secret or private.

10. **Ambiguity** - the quality of being open to more than one interpretation; inexactness

11. **Orientation** - the action of orienting someone or something relative to the points of a compass or other specified positions.

12. **Persuasion** - the action or process of persuading someone or of being persuaded to do or believe something.

Questions and References

1. Give the meaning and nature of conflict.

2. What are the various stages of conflict?

3. Differentiate between intrapersonal and interpersonal conflict.

4. What are some of the impacts of conflict?

5. How unethical leadership leads of ethical dilemmas in conflict?

6. What are the conflict resolution strategies?

7. What is the role of a third party?

8. Explain the mediation process.

9. What are the functions of a mediator?

10. What is the direct approach that is used in intercultural conflict resolution?

11. What is negotiation? What is the purpose of negotiation?

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12. Why is persuasion skills needed at the time of negotiation?

13. How to close a negotiation?

Answers to check your progress

1. conflict
2. felt conflict
3. disagree
4. Feedback channels
5. dishonest executives
6. Conflict resolution
7. third party
8. Mediator
9. cultural backgrounds
10. Negotiation
11. multiparty negotiation
12. Persuasion

Module-5

Unit-5.1: Values & Ethics

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5.1.2   Difference between values and Ethics

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5.2.6   Models, Symptoms and consequences of stress: Part 1

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Unit-5.1: Values And Ethics

Introduction

The moral code under which a business operates is defined by its values and ethics. Although no company can monitor every employee's behavior, it can set standards and establish policies for dealing with violations. When it comes to principles and ethics, many organisations have similar areas of focus.

Honesty, responsibility, respect, love, and dependability are just a few of them. The bylaws, mission statement, vision statement, and rules of an organization should all describe values and ethics.

The word "ethics" comes from the Greek word "ethos," which means "character," "ideas," and "standards of conduct" in a society. Individuals' personal ethics determine what is right or wrong behaviour. In the corporate world, ethics refers to what constitutes ethical or bad behaviour in the workplace. Business ethics, on the other hand, is concerned with making life, not just living.

By definition, business ethics are moral principles that govern how a company conducts itself. It is the application of ethical thinking to specific business circumstances and practices in order to address or clarify any moral issues that might arise in the workplace.

Only when a businessperson's decisions are moral and beneficial to society is he or she considered ethical. Ethical behavior is critical to the success of every company and the advancement of society. Ethical behavior leads to increased consumer goodwill, increased public confidence, and business performance.

5.1.1 Meaning and its Types

Values

The concept of values is a difficult one to grasp. Since values can mean different things to different people, it's a good idea to start delving into this concept with a few useful definitions. Values can be thought of as the moral principles by which humans are affected in their decision-making process when faced with a variety of options. A value can be thought of as an explicit or implied conception of what an individual, a community, or an organization considers desirable, and on the basis of which the means and ends of action are chosen from the alternative approaches.   A value is a strong general belief about a preferred way of behaving or end state for a person. Values direct people's acts and decisions in a variety of contexts, extending beyond their immediate objectives to more ultimate end states of life. Values are a type of belief or personal conclusion we've reached about what is true or false, beautiful or good in the world. Our minds organize our beliefs into a more or less ordered structure that we call a value system.

Meaning and Definition of Values

Values are the fundamental beliefs that direct an individual in determining whether a particular mode of behavior or final result is personally or socially appropriate. As

values are internalized, they become the standard for directing an individual's behavior and decisions. Values include a judgment aspect that affects a person's perception of what is good or bad, desirable or undesirable. Values are both inherited and learned through the socialisation process. Workplace ideals like autonomy, convenience, accomplishment, and status seem to be inherited. Individual values are often learned at various stages of life as a result of interactions with important people in our lives such as our parents, peers, teachers, and co-workers, among others. Content and strength attributes are used to create values. The intensity attribute defines how important a mode of conduct or final result is for a person, while the content attribute defines how important it is for them. A person's value is described as a "concept of the desirable, an internalized criterion or norm of evaluation." There are only a few concepts and criteria that define or direct an individual's evaluations of the many artifacts encountered in everyday life. According to Milton Rockeach, "Values are global beliefs that guide actions and judgements across a variety of situations."

Types of Values

1. Milton Rokeach Approach

To identify the values, Milton Rokeach performed a survey known as the Rokeach Value Survey (RVS). RVS is made up of two different types of value sets, each with 18 different value objects. One set is known as Terminal Values, while the other is known as Instrumental Values.

a. Terminal Values: The desired outcomes are represented by terminal values. These are the ultimate goals that a person aspires to achieve during his or her lifetime.

Examples of terminal values are:

- Comfortable life
- Sense of accomplishment (lasting contribution)
- Family security (caring the loved ones)
- Mature love (spiritual intimacy)
- Self-respect (self-prestige)
- Wisdom (good judgement of life)
- Exciting life (active and thrilling life)
- Freedom (to be independent)
- Social recognition (to gain respect and appreciation)
- True friendship (closeness with others)
- A world of peace (freedom for stress and conflicts)
- A world of beauty (beauty of nature and arts)
- Equality (equal opportunity for all)
- Happiness
- Inner harmony
- National security
- Pleasure

● Salvation

b. Instrumental Values: Instrumental values are the optimal modes of behavior or methods for achieving desired outcomes. These are the means by which terminal values can be attained. Being responsible, for example, is an instrumental attribute that can assist in achieving the terminal value of "true friendship." Similarly, the instrumental value of independence will aid in the attainment of the terminal value of freedom. Examples of Instrumental values are:

● Ambitious

● Broad minded

● Capable

● Cheerful

● Courageous

● Forgiving

● Helpful

● Honest

● Imaginative

● Independent

● Intellectual

● Logical Various

The significance of RVS values varies among different groups, according to various research studies on RVS. One research contrasted the value systems of steelworkers' union leaders and community activists. Important discrepancies between the two groups' value sets were discovered. Community leaders, for example, rated 'equality' as their most significant terminal value, while corporate executives did not.

2. Alport, Vernon and Lindzey Classification

Values were categorized by G.W. Alport, P.E. Vernon, and G. Lindzey into six main groups, as follows:

a. Theoretical values: These values represent a person's desire to learn the truth through logic and systematic reasoning. The discovery of truth is essential to the ideal theoretical man.

b. Economic values: these values apply to one's desire for practicality, utility, and wealth accumulation. Whatever is useful is valued by the ideal economic individual.

c. Aesthetic values: These represent a person's interest in beauty, art, and creativity. In life, the ideal aesthetic man enjoys creative and aesthetic experiences.

d. Social values: one's interest in relationships is reflected in these values. A sense of belonging and love are essential to the ideal social man.

e. Political values: these values represent one's desire for power and the ability to influence others' conduct. Power is more important to the ideal political man.

f. Religious values: religious values represent a desire for peace.

The significance of the six values mentioned above varies from person to person. It is critical to comprehend these beliefs in order to understand individual behavior.

3. Organizational and Work Values

a. Organizational values: Companies have a set of fundamental values that are so deeply rooted that they direct the company's activities and procedures in order to create an organizational culture. Good businesses adhere to a set of values that include management's belief in service quality, creativity, the importance of human resources, the accuracy of knowledge, and openness of communication, among others. The following are four types of common organizational values:

♦ Elitism, power, and reward

♦ Efficacy, performance, and cost-effectiveness.

♦ Defense, competition, and opportunism;

♦ Fairness, teamwork, and law and order.

b. Work Values: Work values are described as the definition of what is preferred from a set of alternative modes of conduct and end states in the context of one's work. In simple terms, it can be described as an individual's perceptions of what is desirable and undesirable in terms of their work activities. T.V. Rao suggested the following system of work values to define the best profession in which a person can offer his everything:

♦ Inventiveness and a sense of adventure (Scope to do new things)

♦ Financial (satisfaction of financial needs)

♦ Self-reliance (Freedom, autonomy)

♦ Customer service (desire to serve others)

♦ Working conditions (conditions that improve a person's productivity)

♦ Current situation (Designation and prestige)

♦ Colleagues (availability of good colleagues)

♦ Security (continuity of job)

♦ Educative (relationship of work and academics)

Ethics

Ethics is described by the Oxford Dictionary of English as "moral principles that govern a person's behavior or the conduct of an activity." In organizational terms, ethics are convictions about what is right or wrong; they provide a foundation for deciding whether or not behavior is acceptable, and they direct people in their interactions with other people, groups, and organizations (Jones et al., 2000). Individuals, communities, and organizations' underlying values have a profound effect not only on organizations, but also on society as a whole.

Notes

A code of ethics in an organization is a set of standards that govern the organization's activities, policies, and business decisions. An organization's ethical philosophy may have an effect on its image, competitiveness, and bottom line. Business ethics is a broad concept that applies to all types of workplaces. An unethical employee encourages wrongdoing and may also be a liability to an entity, regardless of the existence of the organization or its work. As a result, it is important for a company to allow its workers to follow ethical guidelines. Ethics may be linked to the organization's leadership or its employees.

●	**Leadership Ethics:** The ethics that leaders use to handle employees have a significant impact on employee productivity and loyalty. Discipline practices and appropriate conduct for all employees of a company are determined by the code of ethics used by leaders. When leaders have high ethical expectations, it sets a precedent for the rest of the company to follow. Ethical leadership also helps to improve the company's image in the stock industry and in the society. A strong reputation in the community for ethics and integrity benefits the company's bottom line.

●	**Employee Ethics:** Employee ethics guarantees that workers carry out their responsibilities with honesty and dignity. Employees who use ethics to direct their actions follow company policies and guidelines when working to achieve the company's objectives. Ethical employees also adhere to quality standards in their jobs, enhancing the company's reputation for high-quality products and services.

Types of Ethics

5.1.2 Difference between Ethics and Values

1.	Values are a collection of ideals or beliefs that govern conduct, while ethics is a set of morality for a specific community.

2.	Professional ethics are frequently used, while personal values are frequently used.

3.	Values are shaped by one's family, culture, faith, and society, while ethics are shaped by various occupations, organisations, and institutes.

4.	Ethics differ by profession, while values differ by person.

5.	Ethics aids in determining what is right and wrong, while values determine life's goals.

6.	While ethics tend to be uniform, values differ from person to person.

7.	Likes, dislikes, prejudice, perspectives, and judgement are examples of values, while fairness, competence, punctuality, and integrity are examples of ethics.

BASIS FOR COMPARISON	ETHICS	VALUES
Meaning	Ethics refers to the guidelines for conduct, that address question about morality.	Value is defined as the principles and ideals, that helps them in making judgement of what is more important.
What are they?	System of moral principles.	Stimuli for thinking.
Consistency	Uniform	Differs from person to person
Tells	What is morally correct or incorrect, in the given situation.	What we want to do or achieve.
Determines	Extent of rightness or wrongness of our options.	Level of importance.
What it does?	Constrains	Motivates

5.1.3 Relationship between Ethics and Values

The way in which good ethics can be applied toward achieving a company's values is referred to as the relationship between business ethics and values. Business ethics is more concerned with morals and honesty, while business values are more concerned with the company's beliefs or the way it wants to conduct its affairs. In certain ways, business values are more compulsory on workers than business ethics because ethics are more inborn, whereas business values are more established and often integrated into an organization's corporate objectives.

Self-knowledge is the first step toward personal effectiveness. For purposeful impact and productive work, it's critical to define your own values, clarify your strengths, and recognize the motivations behind your behavior. Managers make choices based on a well-considered personal values framework; workers assess ethical dilemmas; and corporate values are put into effect. Self-awareness allows for personal development, clarifies ability, and leads to high-performing team collaboration.

The field of punctuality is an example of the relationship between business ethics and values. Employees are normally required to resume their duties for the day at a certain time set by the company. This may be done in the form of shifts or a more permanent work schedule. The way the workers in question adhere to the time schedule is the relation between business ethics and values. Employees are required to manually fill in their time of arrival rather than using an automated system that would clock them in at their exact time of arrival. And if they are late, they should fill in the exact time of arrival, even if it is unethical, as certain workers will try to take advantage of the company by regressing their arrival time backward.

The use of resources in a company by workers is another field where the association between business ethics and values can be investigated. If one of the company's values is to maximize the use of all of its resources, a situation in which the top management of the company awards massive benefits to themselves may be seen as both unethically greedy and contradictory to the company's values. This situation could be made even worse if the company does not make a profit for the year, but the

executives want to give themselves lavish salaries at the expense of the shareholders and other workers. The ethical application of the organization's value would imply that business leaders would exercise more discipline and better control of the company's resources for the organization's benefit rather than their own personal gain.

5.1.4 Significance of Moral Values

Meaning

Moral values are those that differentiate between right and wrong. They're not only evaluations of current efficiency (as in a "good" battery or "bad" tires), but they're also measurements of fundamental motivation (as in "good" faith or "malicious" intent). There is no definitive list, but there is general consensus that four types, namely respect for life, respect for property, honest communication, and respect for religion, describe essential moral values.

Both of these categories contains a variety of different commands (e.g., say the truth, don't lie, offer generously, don't steal, etc.) that can be divided into prescriptive and proscriptive lines. As a result, each of the four principles includes the idea of a fifth value: justice.

When we entered the twenty-first century, we also acknowledge that our perception of moral behavior has shifted over time. A stock market crash that shattered our faith in governments, a holocaust that demonstrated the "banality of evil," and a presidential impeachment that raised questions about the definition of "is." In name only, the "old" values are still our values. Our modern understanding of the value differs from what it was at the turn of the twentieth century. The events of the twentieth century are not exceptional; the truth is that time alters our perceptions of moral values. The fact that people's perceptions of moral values shift over time seems to contradict the point that we should concentrate on defining and evaluating moral values.

Organisational Values

Organizational values are important to investigate since they influence key individual and organizational outcomes. Higher levels of efficiency, employee satisfaction, and dedication are likely to result from organizational values. Organizational values are also worth investigating because the alignment of organizational and individual values has a significant impact on critical individual and organizational outcomes. Application decisions, work satisfaction, organizational engagement, and job tenure have all been shown to be influenced by values-fit. To learn how organizational values align with individual values, it is essential to have simple conceptualizations of them.

Moral Values and its significance

Individual moral values are divided into five groups, according to individual-level moral value theory: honest communication, respect for property, respect for life, respect for religion, and justice (Scott 2000b). Although these five categories do not represent an exhaustive list of all moral values (some scholars argue that all values are moral values), they are widely acknowledged as essential moral values. It's critical to first determine that these categories for describing moral qualities of behavior are

actually essential to organizations, not just individual values that we wish members of organizations possessed. Each of the five categories is significant for organisations, as shown by an analysis.

1. Justice: Justice is sometimes suggested by moral philosophers as the primary moral principle for organizations (Rawls 1971; Niebuhr 1946). Organizational justice is a concept that has been shown to be related to a variety of important organizational outcomes, such as organizational citizenship actions, employee theft, and workplace aggression in much of the management literature (Greenberg 1990b).

2. Honest Communication: The importance of honest communication to the functioning of organisations is well documented in the literature. Simon says: "It is obvious that without communication, there can be no organization, for there is no possibility then of the group influencing the behavior of the individual" (Simon 1976). Organizational communication that is open and honest is crucial to their smooth operation (Ghoshal & Moran 1996; Tjosvold 1990; Tjosvold & Wong 1994). To ensure that trade can continue, open and honest contact with trading partners is needed (Gauthier 1986).

3. Respect for Property: Respect for property is a fundamental assumption in a capitalist society. Corporations are unable to survive without the legal recognition of property rights. While certain entities, such as families, which suspend the concept of individual property rights within their communities, economic organizations are built on the concept. Organizations go to great lengths to discourage fraud and maximize the amount of property they possess (Hogan & Hogan 1989). (Peters & Waterman 1982).

4. Respect for Life: For organizations to generate member health, member safety, product safety, and environmental effects, respect for life is suggested as an essential value. Organizations that have no living members or members that are unable to fulfill their duties will no longer exist. Companies that produce goods that destroy consumers are doomed to fail in the economy. These may be long-term survival estimates, given the vast supply of new members and customers. In a society like ours, where human life is often considered to "trump" all other values (Zelizer 1978), however, there are powerful governmental and social forces that make respect for life instrumentally important to organizations. Companies who have dangerous or unhealthy working environments, for example, are subject to fines under occupational health and safety regulations.

5. Respect for Religion: Respect for religion is a valuable value in some organisations, just as it is in individuals. This is common in worship communities, parochial schools, church-related service agencies, and parachurch organizations, but religious beliefs can also be seen in other organizations. Companies like Chick-fil-A and Service Master, for example, claim to support Christianity. Chick-fil-A is a fast food restaurant chain with locations all over the country that are closed on Sundays. "To glorify God by being a faithful steward of all that is entrusted to them, and to have a positive impact on all who come into contact with Chick-fil-A," the company's mission statement reads.

According to the evidence presented above, the five values defined for individuals are also recognized as essential in organizations. This is not to say that these are the most important values for companies; rather, it is to say that they are important values with a moral component.

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5.1.5 Practical Applications of Values and Ethics

An organisation, as well as each of its employees, must conduct their business with unwavering honesty and integrity, regardless of where they are located. Business ethics are the same as personal ethics, and both are held to the same high level. Employees are expected to uphold the highest standard as representatives of their employer, regardless of local tradition.

It is impossible to legislate ethical behavior. It's a mix of strong values and the influence of the example set by the peers and the superiors, Individuals must consider how the following variables work to influence their attitudes, activities, and decisions in order to properly appreciate values and ethics:

1. Norms

The rules or guiding principles that characterize behavior in particular situations are known as norms. Organizations, informally generated by individuals, or determined by individual values can all influence employee behavior. The following are some examples of organizational norms:

- Every employee is fully accountable for their actions.
- Ethics are ethics.
- There is no distinction between personal and corporate ethics.
- Ethics are crucial in both business and everyday life.
- Employees are supposed to behave ethically at all times.
- Employees must always do the right thing, whether or not they will be discovered.
- Giving clear guidance and leading by example are among the duties of a leader.
- It is an employee's responsibility to ensure that those they supervise behave ethically.
- Employees are supposed to refrain from engaging in unethical behavior, even though they believe it would jeopardize their jobs.

2. Convictions

A conviction is a strong belief or view that includes one's ideals, beliefs, organizational values, and social norms. Employees' unwavering confidence or conviction in "always doing the right thing" underpins a company's strong ethical program. The basis for success is this fundamental belief.

3. Integrity

Integrity entails behaving without regard for one's own self-interest and within the confines of one's values and norms. One of the most widely recognized organizational conduct standards is that an individual's personal desires or ability to benefit individually should have no bearing on how they carry out their duties. If an individual harms the business by gaining personal advantages and profits from their decisions and acts, they are considered unethical.

4. Choices

Ethics is a set of ideals, norms, rules, and principles that serve as a guideline for conduct. Individuals must make choices in order to take action. Personal dilemmas often arise as a result of ethical actions that clash with one's personal values and beliefs. Individual decisions in business and in one's personal life decide the bottom line in ethical conduct.

Making ethical judgments and choices is unquestionably difficult. Some can have a negative effect on income, families, or even personal relationships. The problem is always defining "the right thing," which is not always clear. This always entails calculating and weighing the different outcomes of various decisions on the issue or situation. Ethical decision-making is further complicated by the emotional arguments of all parties concerned. Emotional arguments are subjective, and they have a tendency to energize the decision-making process. The right decision, or "the right thing," would be a rational, emotion-free decision. If the problem has been established, making a decision should be easy.

5. Courage

In today's social environment, it requires courage to be ethical. Because of their effect on the corporation and other staff, ethical decisions can be unpopular. They may be overwhelming because they are afraid of retaliation or reprisals from both within the organization and from outside sources.

Courage must stem from unwavering convictions, values, and beliefs, which are backed up by an organization's ethical philosophies and strengthened by the belief of "always doing the right thing."

6. Behaviors

Each of the factors addressed such as beliefs, norms, convictions, honesty, decisions, and courage, drive ethical behavior. None of them are self-contained, and each one aids the other. They are what determine whether your behavior are ethical or immoral. They work together to give you the rules that govern your behavior.

5.1.6 Moral Icons

The possibility of providing subordinates with a safe way to prevent their superiors from asking them to conduct immoral actions, similar to how wearing a garlic necklace can help ward off mythological vampires (Stoker, 1897/2011). We specifically look at the idea that by introducing their superiors to moral symbols such as words, images, or everyday objects, subordinates may both deter immoral behavior and prevent their superiors from asking them to do so. Accessibility of moral constructs affects ethical choices, judgments, and attitudes, according to a growing body of research in moral psychology and behavioral ethics. As a result, using moral symbols when communicating with leaders can serve as a source of social power for followers, discouraging unethical behavior. Gino, Ayal, & Ariely, 2009; Pitesa & Thau, 2013; Sonenshein, 2007; Trevio, 1986) have shown that individuals' ethical decision-making is influenced by the social impact they are exposed to. In this section, we suggest and empirically test a theoretical model that describes how and why, in interpersonal contexts—including subordinate–supervisor relationships—the display of moral

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symbols, even if implicit in nature, reduces unethical behaviors, despite inherent power imbalances.

Moral symbols are material objects, such as a cross, that have acquired moral significance and importance through ritualized actions and are closely correlated with moral principles in people's minds (see Dittmar, 1992; Miller, 1998). Posters of moral prototypes (Walker & Hennig, 2004), such as Mahatma Gandhi, who have been known in the collective consciousness of a given culture for their ethical practices, are another example of symbols. They may also be straightforward quotes encouraging people to be virtuous. When symbols and concepts are closely related, research has shown that when the symbol is revealed, the related concept becomes more available to the mind (see Bargh, 1994, 2007).

When anyone sees a gun, for example, they can not only think of aggression but also become more likely to act aggressively (Anderson, Benjamin, & Bartholow, 1998). In reality, previous research has shown that moral primes influence subsequent moral choices and actions by manipulating the accessibility of moral constructs (Aquino et al., 2009; Mazar et al., 2008; Welsh & Ordoez, 2014). That is, if certain symbols (for example, terms like "honest" or objects like a "cross") come to represent moral meanings (such as "honorable" or "godliness"), then exposure to such symbols increases the accessibility of the construct of morality and people's perceptions of the situation as moral (Kay, Wheeler, Bargh, & Ross, 2004; Kouchaki, Smith-Crowe, Brief, & Sousa, 2013).

The role of both automatic and deliberate processes in moral judgment and action is particularly relevant to our interest in the impact of moral symbols on ethical behavior. It suggests that through both automatic and deliberate methods, followers engaging with their representatives may use moral symbols as a source of social control to deter unethical behavior in their organizations. The question of whether moral judgment and actions are the product of deliberate or unconscious processes has long been a point of contention in moral psychology. Scholars who adopt the sound decision-making tradition have stressed the importance of deliberate, conscious thought, considered moral judgment and actions as the result of cognitive, deliberate processes (Kohlberg, 1981; Rest, 1986).

Why do Moral Symbols work?

●   According to Desai and Kouchaki, one explanation may be that they raise moral consciousness. Biases and shortcomings affect everyone, causing to overlook the ethical implications of our decisions. However, subtle cues can also serve as a reminder to focus on ethics rather than other goals such as quarterly earnings.

●   The second reason moral symbols function is that they send the message to others that ethics are essential to the individual who uses them, and that this person has good moral character. This presumption will lead a supervisor to believe that a person of good moral character would not comply with an unethical request. This study shows that our character has a subtle but significant impact on those around us, even those with more influence and authority than we do.

●   Another advantage of moral symbols is that they serve as reminders. "Fear of retaliation is the primary explanation for workers being generally unwilling to disclose work-related transgressions," Desai and Kouchaki write. And a substantial

body of research confirms how difficult it is to 'just say no' to a boss." Moral symbols' power comes from the fact that they exist without our knowledge. They don't only make it easier to say no to our superiors; they also eliminate the need to do so.

Types of Moral Icons used for business

5.1.7 It's role in Personality Development

Personality development is the process of improving and cultivating one's external and internal identity in order to make positive changes in one's life. In today's world, having a personality that leaves a lasting first impression is crucial. When people first come to their senses in life, they work hard to make their personalities highly dominant and distinctive.

The foundation of this trait is moral ethics, which aids an individual in developing their character and being a better version of themselves. Many people struggle and have no interest in developing a moral and strong character-based personality. It will never be out of style to have a developing mind and personality. The importance of ethnicity in personality growth cannot be overstated. The role of ethical influence in the development of one's personality:

1. Personality Development by Honesty

An individual who chooses to lie in any situation, no matter how difficult or easy, is unworthy of any value. Your personality is influenced to a whole new level when you have integrity in your character. In society, an honest person is valued, and he acts with great honesty in everything he does.

Honesty is a quality that is extremely important in raising one's ethical standards. An honest person, as opposed to one who lies often, lives a life full of contentment and true joys.

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For a better progression, a person who wants to change his personality for the better should always try moral honesty first. The importance of honesty in personal growth cannot be overstated. As a result, the power of ethics has a positive effect on personal development through integrity.

2. Leadership

Leadership is an ability that is inextricably linked to morality. An individual with good leadership skills will win in any race they run in life. Ethics management boosts a person's self-growth rate in unexpected ways. You may be curious about what leadership entails. It entails leading others in a circumstance that you have dealt with previously in your life or in which your abilities are exceptional for the good of others. Ethics and personal growth are inextricably intertwined. If anyone wishes to pursue self-development in their life, ethical management is critical.

Leadership ethics has an effect on personality growth and makes an individual more approachable and sensitive to his family, friends, and even co-workers. As a result, excelling at it is extremely beneficial.

3. Developing Trust

The relationship between personal growth and ethical trust has a long history. In a long-term relationship or marriage, having a trustworthy partner is all a partner desires. Being truthful with yourself and possessing a highly commendable decision-making capability are the keys to building confidence.

Many people who struggle to build trust often struggle with character ethics. It's because the first line of defense in any succession situation is confidence. Self-improvement necessitates a mindset based on ethical trust.

The best way to improve one's personality is to try to become a better version of oneself by cultivating moral trust. Believing in yourself has an effect on you, and personal development ethics are the primary cause.

4. Moral Courage

Many people know the word brave, but only a few people use it. The true test of life is being courageous enough to confess your faults, and some people excel at it. Moral courage has a profound impact on a person's self-development in a variety of ways. He learns to embrace his shortcomings and maintains a more positive outlook on life.

An individual who lacks courage in himself will suffer for the rest of his life while making many bad decisions. Ethical courage has a significant effect on one's personal development. A brave person should not live in fear of losing their possessions. Instead, he works around the clock to adjust the odds of losing and turn things around. As a result, ethical courage has a positive effect on developing minds.

5. Good Willpower

Willpower is described as the capacity to differentiate between the good and the bad and to make consistent efforts to do only what is good. Willpower goes hand in hand with ethics and moral values. An individual with strong willpower will always

make the best decisions and will work tirelessly to achieve his or her life's goals and objectives.

An individual who lacks willpower will eventually stop running the race of life. He'll feel a weight on his back, and he'll be preoccupied with the negativity that surrounds him. He'll be resentful of any good fortune that comes his way.

Individuals with high willpower develop in self-awareness, making them capable of overcoming whatever obstacle life throws at them. The best ethical values in terms of personality growth are goodwill and courage.

5.1.8   Character building – "New Self-awareness"

Self-awareness aids managers in identifying gaps in their management abilities, allowing them to improve character building. Self-awareness, on the other hand, aids managers in identifying circumstances where they would be most efficient, intuitive decision-making, stress management, and encouragement of oneself and others.

1. **Skill development:** An evaluation of the difference between the current situation and the desired future situation should usually be the first step in any improvement project. Knowing who you are accurately will help you determine what you need to do to change. Self-awareness can always expose a skill gap that you should address.

2. **Being aware of your own strengths and weaknesses:** Self-awareness allows you to maximize your strengths while minimizing your weaknesses. When making major decisions, for example, if you are good at "seeing the big picture" that surrounds decisions but not so good at concentrating on the specifics, you might want to consult colleagues and subordinates who are more detail-oriented. High-quality decisions can be made by collaboration between big-picture and detail-oriented decision makers.

3. **Intuitive decision-making skills are being developed:** Leaders who have a high level of emotional self-awareness are better at making intuitive decisions. In dynamic environments, intuitive decision makers process vast quantities of often unstructured and ambiguous data and make decisions based on a "gut feeling" or "sense" of what is best. As the pace of change and the levels of uncertainty and difficulty in their competitive environments increase, managers may need to make more of these types of decisions. Managers with a high level of emotional self-awareness are better able to read their "gut feelings" and use them to make decisions.

4. **Stress:** Jobs that aren't a good fit for your personality cause you more tension than jobs that are. This isn't to suggest that you can never take a job that isn't a good fit for you. However, you should be mindful that you would need to put in extra effort to learn the necessary skills for that career, and that there are jobs that will be less challenging for you.

5. **Motivation:** When you don't know what's behind the poor results, it's difficult to cope. You feel powerless when you don't know what habits to alter to better your results. Self-awareness is motivational because it can show where performance issues exist and what can be done to address them. Furthermore, being mindful of your psychological needs will help you appreciate and search out the benefits that

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you really want, such as a sense of achievement, more responsibility, the chance to help others, or a more flexible work schedule.

6. **Leadership:** We gain insight into what makes others tick as we consider "what makes us tick"—what gets us excited, why we act the way we do, and so on. Learning how to motivate yourself is equivalent to knowing how to motivate yourself to the degree that other people are like you (and, of course, there are limitations to the similarity).

Self-awareness is the best place to start when it comes to improving your management skills and building your character. Knowing your beliefs, attitude, needs, behaviors, feelings, abilities, and weaknesses are all examples of self-awareness. A roadmap for professional or personal growth can be developed with a sense of who you are and a vision of the person you want to become. Furthermore, self-awareness encourages you to better empower yourself and control your tension, as well as assist you in making intuitive decisions and leading and motivating others. Self-awareness is extremely beneficial.

5.1.9 Personal Values – Empathy, Honesty

Empathy

Empathy is the desire to share in another person's feelings, emotions, and direct experience. Empathy is the ability to consider another person's situation, point of view, emotions, and feelings. You can appreciate someone else's internal experiences because you have empathy.

Empathy is social radar. Empathy is the ability to sense what others are thinking and feeling without having to ask them directly. Empathy starts by expressing concern, followed by receiving and comprehending the thoughts of others from their perspective. It can also be described as the ability to place oneself in another's psychological frame of reference or point of view in order to understand how they feel. It entails creative projection into other people's feelings as well as knowledge of other people's backgrounds, such as parentage, physical and mental health, financial status, and affiliation. This is a necessary component of successful human interactions and transactions.

To exercise empathy, a leader must possess or cultivate the following qualities:

1. Recognizing and empathizing with others' emotions and experiences, as well as taking an active interest in their well-being.

2. Client or customer service orientation: Anticipating, recognizing, and addressing the needs of clients or consumers.

3. Developing others entails determining their needs and enhancing their skills. When it comes to developing others, the most important trait to instil in them is the ability to listen.

22 percent reading and writing + 23 percent speaking + 55 percent listening = communication

Get the feedback, recognize the strengths and achievements, and then coach the person by explaining what went wrong, providing accurate feedback, and having a positive expectation of the subject's abilities and success.

4. Taking advantage of diversity (opportunities created by diverse people): This improves organizational learning, versatility, and profitability.

5. Political awareness: This refers to an organization's ability to read political and social currents.

Empathy has a number of advantages, including:

● Excellent customer service (in sales and service, in partnering).

● Good working conditions (in manufacturing).

● A strong vendor-producer relationship (in partnering.)

This can optimize performance and benefit while minimizing loss by using the three methods mentioned above. When coping with consumer concerns, empathy is extremely useful in realizing other people's impartial perspectives and admitting one's own shortcomings and weaknesses. Empathy aids in the development of courage, which leads to success.

Honesty

Honesty is a virtue that manifests itself in two ways:

● Truthfulness

● Trustworthiness.

Truthfulness entails accepting the obligations that come with telling the truth. It is important to keep one's word or promise. It is simple to correct one's mistakes by accepting them (which takes courage!). Reliable judgment, truth preservation, defence of truth, and communication of truth only when it benefits others are some of the reflections of truthfulness. However, trustworthiness entails upholding one's dignity and accepting responsibility for one's own behavior. People follow the law and depend on one another. They play according to the laws or rules in order to win (legally and morally). They earn confidence by being trustworthy and genuine. They own up to their faults, confront unethical behavior in others, and take firm, moral stands, even though it is controversial. Honesty is reflected in a variety of ways.

The following are some of the most famous reflections:

● Beliefs (intellectual honesty).

● Communication is important (writing and speech).

● Determinations (ideas, discretion).

● Taking Actions (means, timing, place, and the goals).

● The achieved effects, both expected and unintended.

In contrast, some of the behaviors that contribute to dishonesty include:

● Lying: Honesty entails the avoidance of deception. It is disseminating incorrect knowledge to the appropriate individuals.

● Deliberate deception: To impress customers or employers an employer can judge or decide on matters with which he or she is unfamiliar, or with inadequate data or evidence. This is a deception of the self.

● Withholding information: This refers to deliberately or unintentionally concealing evidence during contact with a superior or subordinate.

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- Accepting information or data without applying their minds and finding the truth: Some people accept information or data without applying their minds and seeking the truth.

- It is giving correct information to the wrong people by not keeping confidentiality. Engineers should retain sensitive information from their customers/clients or employers and not share it with others.

- Using professional judgment without being influenced by external factors such as personal gain or bias. Such acts disregard the law, experience, social welfare, and even morality. This is unquestionably a higher-level offense.

5.1.10 Personal Values – Courage and Commitment

Courage

Courage is the ability to rationally consider and face risks and challenging tasks. Self-assurance is a prerequisite for developing courage.

Based on the types of dangers, courage is divided into three categories:

1. **Physical courage:** The emphasis in physical courage is on the adequacy of physical strength, which includes muscle power and armaments. People with high levels of adrenaline may be willing to face obstacles for the sheer thrill of it, or they may be motivated by a desire to "excel."

2. **Social courage:** It entails making decisions and taking steps to alter the status quo, based on a conviction for or against certain social behaviors. This necessitates leadership qualities such as empathy and sacrifice, as well as the ability to unite and empower followers for a social cause.

3. **Intellectual courage:** It is developed in people through a combination of acquired knowledge, experience, games, strategies, education, and training. Courage applies to employers, workers, the general public, and the press in professional ethics.

A SWOT (Strengths, Weaknesses, Opportunities, and Threats) review should be performed. Until making a decision or taking action, calculate (estimate) the risks, compare them to one's strengths, and predict the end results. It is beneficial to learn from the experience. Past experience (one's own or borrowed!) and knowledge acquired through self-study or others will prepare one to plan and act confidently, achieving ethical goals through ethical means. Opportunities and threats that occur now and are expected to exist in the future must also be investigated, and measures must be devised. This proactive planning would assist us in facing the future with confidence.

Expression of courage:

Courage is expressing oneself in the face of criticism, taking responsibility for one's actions, and acknowledging one's mistakes or failures when they are committed and revealed. In reality, this trains their minds to be wary of past mistakes and resourceful in devising new ways to achieve the desired results.

Courageous people possess and have demonstrated the following characteristics:

- Perseverance (consistent hard work)

- Experimentation (readiness to face challenges, such as unexpected or unintended consequences),

- Involvement (attitude, clear and firm resolve to act),

- Commitment (willing to get into action and to reach the desired goals by any alternative but ethical means).

Commitment

Commitment entails adhering to objectives and following ethical values when participating in activities. First and foremost, one must trust in one's own actions and predicted outcomes (confidence). It means that you should be certain that you can succeed without a shadow of a doubt. Commitment is described as a persistent interest and firmness in whatever ethical means one chooses, with a fervent attitude and hope of achieving one's objectives. It is the impetus for achieving success.

This is a prerequisite for any profession. A design engineer, for example, must demonstrate a sense of dedication to making his product or project a positive contribution to society. Only when the teacher (Guru) is dedicated to his job can the students excel in life and make a positive contribution to society. Top management loyalty would inevitably lead to dedicated employees, regardless of their status or remuneration. This will undoubtedly increase wealth for oneself, one's employer, society, and the country as a whole.

5.1.11 Core Values: Respect, Responsibility

Respect

This is a necessary condition for fostering friendship, teamwork, and the synergy it nurtures and enhances. The following are the concepts enunciated in this regard:

- Recognize and respect the life of other people as human beings, because they, like you, have a right to live.

- Respect the thoughts (decisions), words, and labour of others (actions). It is not necessary to recognize, authorize, or reward them, but it is necessary to listen to them first. If they make a mistake, they can be corrected or warned. If someone falls, some people can wait and watch as a fun, claiming that they have seen others make mistakes before and know they will fall. Applaud the co-workers and subordinates for their good work. Encourage and constructively criticize them. They would almost certainly increase their performance if they learn properly and put in more effort.

- Demonstrate goodwill for others. Others should be loved. Allow for the development of others. Essentially, the gratitude is returned to the originator and multiplied by all. This will make it easier to achieve the goals by increasing collinearity, focus, coherence, and strength.

Responsibility

Company outcomes are guided by responsibility. Employees who are responsible are more committed and keep themselves accountable for achieving results. Responsible leaders build cultures that foster high-performing teams that produce

business results. Leaders who instil a sense of responsibility in their teams will reap the benefits in the form of more committed team members who are constantly searching for opportunities to improve performance.

Workplace responsibility, such as carrying out your job duties or adhering to HR policies, is critical because it ensures a running company and a healthy and compliant working atmosphere. Personal responsibility is critical in the workplace because it is a major component of your personal character that is put to the test on a daily basis. Every decision you make sends a message to the rest of the world about the kind of person you are. These images layer together over time, resulting in a composite of your character as seen by others. It's up to you how you form the character, and you do so gradually, over time, through your thoughts and actions. You lay the foundation for good personal character when your decisions are driven by strong ethics, values, and beliefs.

Responsibility is an ability that can be learned and honed by repetition. Here are some examples of how to exercise personal responsibility in the workplace:

● Know what you're doing, how to do it, and how to do it well. This may seem plain, but it goes a long way toward demonstrating a basic level of responsibility.

● When answering, think about your options: do you have a corporate duty or responsibility to behave in a certain way? If the decision you're making is based on personal ethics, make it in a way that will help you grow as an individual.

● Look for ways to motivate the employees to take personal responsibility for their jobs as a business owner.

● Be able to make tough choices, even if the "best" choice isn't the "easiest."

5.1.12 Core Values: Integrity, Care and Harmony

Integrity

Integrity is characterized as the consistency of one's thoughts, words, and actions (honesty) as well as an open mind. It also requires the ability to effectively share accurate facts so that others can make well-informed decisions. It gives a person's mind 'peace,' and thus adds strength and continuity to their character, decisions, and acts. This opens the door to one's success.

It is one of the virtues of self-direction. It motivates people to not only do a good job but also to perform at a high level. It enables them to take ownership of the task and gain self-respect and appreciation as a result of their efforts. Moral integrity is a virtue that represents a continuity in one's actions, feelings, and behavior in relation to moral principles that are justified.

Integrity can take many forms, but in most workplace environments, honesty and dependability are two characteristics that are required. Without responsible behavior, mistrust may create a tense and unpleasant work atmosphere. A good work ethic demonstrates to coworkers and customers that you are dependable and serious about your duties. Polite communication, respectable conduct, and fiscal discipline all contribute to your reputation as a reliable employee.

Examples of integrity at workplace:

i. Work when you're on the Clock

Working professionally when on the clock exemplifies professionalism throughout the workplace. Socializing, Internet surfing, personal phone calls, texting, and daily snacking are all things that take time away from work. Saving certain things for your break at work will demonstrate to your supervisor, coworkers, and clients that you work hard when on the clock. Calibrate Coaching, a career website, advises sticking to your work hours and not taking time from your boss. Even if you don't use a time clock, concentrating on your job duties while at your desk, work station, or production area will demonstrate your good work habits.

ii. Adhere to the company's policies.

Following company policies is a great way to show your commitment to the company. Cutting corners and failing to adhere to workplace regulations can result in errors, issues, and even dangerous situations. Your ability to properly record financial transactions, securely dispose of dangerous or harmful products, observe company policy when working with customers, conduct clean-up or set-up procedures, and properly maintain equipment demonstrates to others that you aren't looking for a quick fix. Establishing yourself as a reliable employee who follows company rules shows your employer and coworkers that you'll do your job well.

iii. Respect for co-workers and the development of trust

Respecting your co-workers demonstrates your ability to function in a safe atmosphere. Polite communication, appropriate interactions, and appreciation for co-workers' ideas and opinions reflect the willingness to look beyond your own desires in order to achieve team-centered work goals. You create a degree of trust with co-workers by dealing with them frankly and respectfully. According to Amy Rees Anderson, a Forbes magazine contributor, those who trust you will tell their friends about it, and news of your character will spread like wildfire.

iv. Demonstrate Responsiveness

Moral and ethical practices are often the source of workplace integrity. One of the best ways to demonstrate that you are an honest and dependable employee is to make sure there is no reason to doubt your behavior. For travel or meal reimbursements, avoid using business goods or equipment for personal use and send exact receipts. Don't make promises you can't keep, and try to stick to deadlines. Work efficiently and cooperatively at company meetings to avoid being lazy or apathetic, and don't call in sick unless you are. You don't owe co-workers or customers the ability to doubt your integrity if you act responsibly.

Care

Caring entails having concern for others. In the sense of core values, it is a mechanism in which employees demonstrate an interest in, and support for, the wellbeing of others with honesty, impartiality, and justice in all activities. It entails showing consideration for others' feelings, as well as respecting and safeguarding the

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rights of all others involved. Friendship, membership in social clubs and professional societies, and numerous transactions in the family, fraternity, community, region, and international councils are all examples of caring.

Harmony

Any company should make maintaining organizational harmony a priority. Bullying, abuse, and prejudice in the workplace may all result from workplace conflict. Employees can be unmotivated, unable to function as a team, and generally dissatisfied.

The following are some suggestions for avoiding confrontation and disharmony:

- Clearly stating that bullying, victimization, bigotry, and other negative behaviors would not be tolerated;

- Introducing specific workplace policies outlining expected expectations of behavior from all employees, and ensuring that they are well-communicated, readily available, and adhered to by all employees, including senior management;

- Applying change management principles to any organizational, procedural, or systemic changes that are required;

- Creating shared expectations for all workers in the organization to encourage employee buy-in. This should encourage everyone to collaborate;

- Making your company a great place to work and a desirable employer, especially by encouraging employees to maintain a healthy work-life balance;

- Employees are held responsible for their work and are properly rewarded for good results.

- Managers should be trained in conflict resolution so that they can intervene early and resolve problems;

- Hiring new employees based on their cultural fit and alignment with the company's values.

Employees may contribute to organizational harmony by performing their duties to the best of their abilities, demonstrating dedication to their work, raising concerns as they arise, and adhering to workplace policies and procedures.

Summary

The guiding principles that govern how employees behave themselves in the workplace are referred to as ethics. Although ethics and workplace actions have long been at the forefront of organizational efforts, ethical lapses in corporate conduct and judgment continue to occur today.

Workers are likely to use certain guiding values of decency and fairness to improve overall company morale, eventually enhancing an organization's image and ensuring long-term performance, if they start internally by encouraging ethical, hardworking employees in a workplace community motivated by efficiency and a strong work ethic. Understanding the components and complexities of organizational ethics and actions will assist businesses in creating pleasant working conditions for their workers.

Check your Understanding

1. _____ can be thought of as the moral principles by which humans are affected in their decision-making process when faced with a variety of options.

2. _____ are the optimal modes of behavior or methods for achieving desired outcomes.

3. _____ are described as the definition of what is preferred from a set of alternative modes of conduct and end states in the context of one's work.

4. An unethical employee encourages wrongdoing and may also be a _____ to an entity, regardless of the existence of the organization or its work.

5. Moral values are those that differentiate between _____ and _____.

6. A _____ is a strong belief or view that includes one's ideals, beliefs, organizational values, and social norms.

7. _____ is the process of improving and cultivating one's external and internal identity in order to make positive changes in one's life.

8. Ethics management boosts a person's _____ rate in unexpected ways.

9. An individual with _____ will always make the best decisions and will work tirelessly to achieve his or her life's goals and objectives.

10. _____ is the ability to sense what others are thinking and feeling without having to ask them directly.

11. _____ is described as a persistent interest and firmness in whatever ethical means one chooses, with a fervent attitude and hope of achieving one's objectives.

Activity

1. Find out the values in yourself which has helped you grow.

2. Find as many moral symbols as possible and write about them in brief.

Glossary

1. **Ethics** - moral principles that govern a person's behaviour or the conducting of an activity.

2. **Accomplishments** - something that has been achieved successfully.

3. **Salvation** - preservation or deliverance from harm, ruin, or loss

4. **Intellectual** - relating to the intellect

5. **Deliberate** - done consciously and intentionally.

6. **Deception** - Deception or falsehood is an act or statement which misleads, hides the truth, or promotes a belief, concept, or idea that is not true. It is often done for personal gain or advantage. Deception can involve dissimulation, propaganda and sleight of hand as well as distraction, camouflage or concealment.

7. **Perseverance** - continued effort to do or achieve something despite difficulties, failure, or opposition

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8.   **Committment** - the state or quality of being dedicated to a cause, activity, etc.

9.   **Conviction** - a formal declaration by the verdict of a jury or the decision of a judge in a court of law that someone is guilty of a criminal offence.

Questions and References

1.   What do you understand by values? Explain its types.

2.   How is ethics different from values?

3.   What is the relationship between values and ethics?

4.   What is the significance of moral values?

5.   Explain the term moral icons.

6.   What is the role of values and ethics in personality development?

7.   Explain any two personal values.

8.   Explain the terms responsibility and integrity in the context of core values.

Answers to check your progress

1.   Values

2.   Instrumental values

3.   Work values

4.   Liability

5.   right and wrong

6.   conviction

7.   Personality development

8.   self-growth

9.   strong willpower

10. Empathy

11. Commitment

Unit-5.2: Resilience and Agility in Uncertainty

5.2.1 Overview of Resilience

The principle of resilience is critical to understanding how workers effectively tackle adversity in today's increasingly dynamic business environment. However, the literature continues to debate the concept's operationalization, the factors that led to its creation, and how and why it affects outcomes of interest to organizations.

Definition

Organizational resilience research is based on positive psychology principles, which emphasize individual strengths (Seligman & Csikszentmihalyi, 2000; Luthans, 2002). Resilience in the workplace has been studied in a variety of sectors and occupations, including general business (e.g., Shin, Taylor, & Seo, 2012), healthcare (e.g., Gabriel, Diefendorff, & Erickson, 2011), and the military (e.g., Gabriel, Diefendorff, & Erickson, 2011). (e.g., Lee, Sudom, & Zamorski, 2013)

We describe resilience as a "dynamic mechanism encompassing positive adaptation in the event of serious adversity" (Luthar, Cicchetti, & Becker, 2000, p. 543). The term "resilience" refers to two different features (Masten, 2001). The experience of adversity is the first distinguishing feature. Fisher et al. (2018) point out that adversity at work can take the form of one-off, high-intensity events (e.g., a crisis), or it can take the form of low-intensity, but frequent, or long-duration events (e.g., forms of work stress). Adversity, in any form, poses a challenge as well as a threat to an entity's success and well-being (Richardson, 2002). Positive adaptation (Masten, 2001) is the second defining feature of resilience, in which a person returns to a stable state of well-being or success, or even exceeds it (Britt et al., 2016; Luthar, Cicchetti, & Becker, 2000).

Individual Resilience at the Workplace

Individual resilience has been described by researchers as a stable personality trait, a state-like developable ability, or a method (Kossek & Perrigino, 2016; Richardson, 2002). Resilience is seen as a distinct and stable personal attribute or a set of different personal strengths in the trait perspective (Wanberg & Banas, 2000). This interpretation means that resilient people are better able to cope with adversity and losses than non-resilient people (Shin et al., 2012). Resilience is viewed from a capability perspective as a state-like attribute that, though stable over short periods of time, is malleable over time. As a result, resilience is seen as a skill that can be learned by practice (Luthans, 2002). Resilience is described by the process perspective as an unfolding process that arises in response to a variety of circumstances and results in the demonstration of positive adaptation (McLarnon & Rothstein, 2013; Moenkemeyer, Hoegl, & Weiss, 2012).

Both resilience mechanisms and resilience-promoting factors may affect resilience outcomes from a process perspective. Resilience mechanisms, according to Fisher et al. (2018), are the experiences, reactions, and behaviors that people use in the face of stress, such as coping strategies or emotional regulation. Personal or environmental characteristics that are present regardless of an individual's experience of adversity but may buffer the negative effects of adversity or promote resilience mechanisms during

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adverse experiences are referred to as resilience-promoting factors. The character trait of hardiness is an example of a promoting factor (Fisher et al., 2018). We believe that adversity experiences, resilience processes, and resilience-promoting variables, as well as resilience outcomes, are all critical components of the resilience process.

Individual Resilience in the Workplace and Its Antecedents

Personality characteristics and cultural value orientations, personal resources, personal behaviors and mind-sets, personal feelings, and work demands and resources have all been studied as antecedents of resilience at the individual level. Prior research on the antecedents of resilience at the individual level of study, particularly work demands and resources, personal resources, and personal emotions, has generally conceptualised resilience as a malleable state-like ability.

Team Resilience in the Workplace

In recent years, a growing number of researchers have begun to explore resilience as a collective phenomenon, as opposed to individual resilience (e.g., Carmeli et al., 2013). Yet, as Bowers, Kreutzer, Cannon-Bowers, and Lamb (2017) and Morgan, Fletcher, and Sarkar (2017) comprehensively summarize, the conceptual growth of team resilience is still in its infancy (2017). Given the early stages of team resilience research, no consensus about how to conceptualize this phenomenon at the team level has yet emerged (Kennedy, Landon, & Maynard, 2016).

West et al. (2009), for example, argue that team resilience is an isomorphic representation of individual resilience capacities. Group resilience, according to this understanding, is a shared construct that results from the composition of the team (Kozlowski & Klein, 2000). Team resilience is described by Stoverink et al. (2018) as an emergent state that "characterizes team properties that are usually dynamic in nature and vary as a function of team background, inputs, processes, and outcomes" (Marks, Mathieu, & Zaccaro, 2001, p. 357). This viewpoint emphasizes the team level of study, describing team resilience as a result of contextual influences and team member interaction. The importance of specifically accounting for coordinative, relational, and collaborative dimensions of teams has been illustrated in research on other group-level constructs such as collective effectiveness or collective imagination (Bandura, 2000; Taggar, 2002).

We propose that team resilience be viewed as an emergent mechanism that emerges from these interactions and manifests as higher-level phenomena. A team resilient state could emerge as a result of this emergent process, which is why understanding team resilience as an emergent process does not preclude understanding team resilience as a team emergent state. Shared and configural emergent processes are distinguished by Kozlowski and Klein (2000). Shared processes, in their purest form, define the convergence of lower-level characteristics that leads to the emergence of a higher-level property. Configurable processes, on the other hand, define a more complex grouping of various lower-level contributions that come together to form a higher-level property. We propose that resilient team members do not always shape a resilient team, which is consistent with the above viewpoint. Team members who work over a longer period of time, on the other hand, can create mutual views of their team's durability, which may reflect the former viewpoint.

Workplace Antecedents of Team Resilience

Empirical research on resilience has also begun to look at the factors that influence resilience in teams. Existing research on the antecedents of team resilience is divided into three categories: (1) emotions, (2) interpersonal processes, and (3) structural factors.

5.2.2 Paradox of Choice

The term refers to the phenomenon that too much choice, especially when it comes to consumer goods in affluent western societies, leads to dissatisfaction. It was coined by Barry Schwartz in his book published in 2004. This goes against what he refers to as the "official dogma" that the best way to maximize our citizens' welfare is to maximize our individual rights, and the best way to do that is to maximize our choices.

He cited the 'jam report,' conducted in 2000 by Sheena Iyengar of Columbia Business School and Mark Lepper, a Stanford psychologist, which found that when given a choice of 24 types of jam, consumers bought less jam than when given only 6 types of jam.

There are four reasons why having too much option can be detrimental to one's mental health, according to Schwartz:

- Regret and expected regret – we may become paralyzed by fear of regret over a decision that may turn out to be less than ideal.

- Opportunity Costs - Opportunity costs are the emotions of losing out on anything we believe would have been better.

- Escalation of Expectations - When several options suggest that near perfection is feasible, expectations rise, and those high expectations are unlikely to be met.

- Self-blame – when we discover that we have made a bad decision in comparison to hopes or alternatives, we are more likely to blame ourselves for not making a better decision. We will point a finger at someone else if there is only one kind of jam and it tastes bad.

5.2.3 Overcoming Negative Feelings (ABC Technique)

How we interpret a circumstance or incident will determine how we feel about it and how we react to it. Negative thinking can lead to stress, anxiety, and depression, which are all detrimental. We also generate more of the hormone cortisol while we are in this state of mind, which can have a detrimental effect on our immune system if it is prolonged. The longer we remain in this state, the worse the situation becomes, so we all know it's best to break the loop as soon as possible.

Of course, clearly "avoid negative thinking" is easier said than done. Humans aren't robots that can easily switch off their feelings. However, there are coping strategies and methods we can use to promote constructive thinking and build the conditions we need to move forward and process the challenges we face.

The ABC method, first proposed by Dr. Albert Ellis, is a good way to overcome negative thinking.

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ABC is an acronym that stands for:

● Adversity (or Activating event)

● Beliefs

● Consequences

We can face 'Adversity' at work or in our personal lives; a perceived challenge, barrier, or difficulty. Our 'Beliefs' are shaped by how we think about this. These values influence how we perceive and view adversity. This also has an impact on what we do next, resulting in 'Consequences' – our decisions and behaviors.

The ABC Model will demonstrate the connection between people's beliefs and their emotions, demonstrating that events in their environment do not always determine their emotions.

"A" Is for Activating Events

The context in which a particular thought or emotion occurs – the real occurrence that has activated your thoughts and emotions – is referred to as an activating event.

These occurrences may be external – involving your surroundings – or internal – involving only your inner world. In any case, as you might have guessed, it is not the objective occurrence that causes negative thoughts and feelings, but rather how we perceive it. Activating events trigger the mind's information processing machine, which is seriously skewed in the case of depression. It's like a clogged filter, letting waste and slime into your mind.

Why Is It Important?

Knowing the sense in which the suicidal feelings emerge gives you another opportunity to help you cope with depression. Knowing which events are likely to cause unpleasant inner experiences would enable you to take some precautions around those events.

"B" Is for Beliefs

Between the triggering event and the emotions it generates are cognitions (thoughts, values, and interpretations). To find them, you must first ask yourself, "How do I see this event?" or "What are my feelings about the event telling me?"

Identifying Your Beliefs

Thoughts often come before feelings, not the other way around, which can be difficult to grasp at times. However, we only see the expression of these thoughts in the form of emotions because they move through our minds too easily. However, asking ourselves questions will assist us in identifying these perplexing thoughts.

Dysfunctional Beliefs

When depression is a part of your life on a regular basis, your thoughts become pessimistic and self-defeating. They not only trigger negative feelings, but they also have an effect on your daily actions and decisions.

This is why the majority of therapists consider negative views to be unhealthy.

In other words, dysfunctional thoughts obstruct the ability to achieve goals and make choices that lead to satisfaction (e.g., decision-making, reasoning, etc.).

"C" Is for Consequences

Emotional and behavioral effects result from dysfunctional thoughts and values. If you believe, for example, that "life has no meaning" (B for beliefs), you would most likely feel sad and depressed (C for emotional consequence). Furthermore, this stream of negativity will have an effect on your actions. If life appears pointless to you (B), you are likely to become demotivated and stop engaging in activities that may be fun or beneficial. As you can see, a single thought never exists in isolation – it triggers feelings and actions, which can lead to a negative cycle unless you intervene.

Change Is Possible

Consequences can be the most traumatic of all the components that make up the vicious cycle of depression. However, there is still room for improvement. Your mind, just as it is capable of generating negativity, is also capable of generating positive responses.

Getting Rid of Negative Thinking

By questioning your thoughts, you will counteract the negative effects of negative thinking. Your feelings and actions will be more constructive, fact-based, and beneficial if you establish a positive way of thinking that correlates to reality.

You must continuously test the validity of your beliefs and interpretations, especially those associated with your depressive mood, in order to challenge your thoughts.

5.2.4 Personality and Cognitive Variables that promote Resilience

The term "resilience" refers to our ability to bounce back from a traumatic event and return to a normal state of functioning. "Normal functioning" refers to when we are at our most efficient, in our comfort zone, or in a state of flow. During this difficult time, the issue of whether we can create resilience, as well as the role of stress in that effort, is an increasing focus for individuals and organizations.

What makes us stress, or our individual "stress triggers," is influenced by our personality type. Too much time alone or being expected to change quickly can be a stressor for certain people. For some, too many distractions and high levels of interactivity could be the issue. For some, it may be a lack of structure and functioning within a schedule that is disrupted. Others may have a stress trigger that is operating within an overabundance of structure and rigid structures that do not allow for change. Our personalities, as well as our sense of well-being, are related to the events and realities that translate into personal stress causes.

Our ability to withstand losses and bounce back from stress has long been linked to our ability to identify where we have some leverage, according to research. We will begin a process of moving toward helpful habits, emotions, and behaviors that reduce the impact of the stress we are experiencing if we can regain a sense of control. It's critical to focus on places where we have some leverage when we're stressed.

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We will become more intentional in understanding when our personal stress triggers are present in our lives once we recognize them. We will identify this in ourselves and others as we become more self-aware of our stress patterns and look to take control by adopting helpful practices in places where we have some control. We may understand that we have a considerable amount of influence or independence about how we go about getting work done at work, for example. We can also get positive energy from our work if we interact with what makes them important, interesting, or inspiring to us.

Building resilience and bouncing back from stressors is more important than ever for all of us. Although there is no one-size-fits-all solution to building resilience, knowing how to do it based on your personality type will offer you the benefit of self-awareness, allowing you to identify stressors, search out helpful energizers, and rebalance or bounce back from setbacks.

5.2.5 Role of Family and Social Networks

Because of globalization (e.g., the need to accommodate or substitute an aging workforce), ethnic shifts (e.g., a multicultural workplace), labor shortages, and demographic challenges, the workplace in the twenty-first century is more challenging than ever. Furthermore, people are supposed to work and live more efficiently and effectively (Ilies, Schwind, Johnson, DeRue, & Ilgen 2007). As a consequence, organizational adversity has become a topic of discussion. Even if people have successful work-family arrangements, they will still have conflicts (e.g., between work and family). . People may have conflicts when they have to meet deadlines at work and cope with a child's sudden illness, for example. For health workers and individuals in general, as well as their families, daily encounters with adversity and stressors may be daunting. Individuals' well-being and willingness to adapt and succeed can be influenced by how people and their families react to daily challenges. Changes in communication technologies, such as smartphones, internet access, and mobile phones, have complicated the demanding work and family world. People can now be reached at any time and from anywhere in the world. As a result, space and time have become inextricably linked (Larson & Luthans, 2006). Individuals, communities, and organizations have faced obstacles as a result of this dynamic situation, which has resulted in a variety of psychological and physiological stress-related issues (Biron, Cooper, & Bond, 2009)

Many psychologists and other researchers have spent the last decade looking into the beneficial effects of human functioning and why certain individuals endure and succeed in the face of hardship while others suffer. Positive psychology (Seligman 1999), positive organizational behavior (Luthans & Youssef, 2007), and positive organizational scholarship are all products of this research into positive human behavior (Cameron et al., 2003).

This change in focus from the study of negative human behavior to the study of positive human behavior has resulted in new ideas that say resilience is a malleable resource that can be mastered and nurtured by everyone.

Positive Social Relationships

Positive social relationships are obviously a winning life strategy, since they are

linked to increased psychological and physical well-being. As a result, it's not surprising that social relationships play a role in resiliency, in part because they make us feel less stressed when we're going through a difficult time.

Good relationships at one point in life predict less distress later in life, according to large-scale population studies. Social relationships are especially beneficial for adults who may be dealing with deteriorating cognitive abilities or health issues. The explanation for this may be that positive social interactions seem to help us cope with stress even though we just think about them.

Individuals, families, and organizations that are resilient have a cumulative, interactive, and interconnected synergistic impact. When an individual employee is confronted with a stressful or traumatic experience at work, they may draw on their own support as well as those of family members and coworkers. Individual family members and organizational members are bolstered by their mutual confidence in their ability to conquer challenges. Under difficult conditions, being solution oriented can have a significant positive impact on efficiency and the well-being of work and family units (Bandura, 1994). This resilience transference will aid in the formation of strong ties between work and family, as well as the other way around. The collective resources become a powerful force that can be used to positively interpret circumstances and create more opportunities for transformational development and wellbeing (Youssef & Luthans, 2007). The strengths of each individual family member can be combined to shape the whole, promoting development and expanding the family's and employee's successful action response repertoires (Walsh, 2003; Wood & Bandura, 1989). Cultural values, personal interactions, and the diversity of family and job structures all influence these responses in families and organizations (e.g., number and age of dependants, stages of the lifespan, spouses, and dependants). They are often rooted in the family's collective consciousness as well as the collective cultures of organizations and families, which can reduce or improve maladaptive behavior.

5.2.6 Models, Symptoms and Consequences of Stress: Part 1

What is Stress?

Stress can be defined as any type of change that causes physical, emotional, or psychological strain. Stress is your body's response to anything that requires attention or action.

Everyone experiences stress to some degree. The way you respond to stress, however, makes a big difference to your overall well-being.

Sometimes, the best way to manage your stress involves changing your situation. At other times, the best strategy involves changing the way you respond to the situation.

Stress is a normal biological reaction to a potentially dangerous situation. When you encounter sudden stress, your brain floods your body with chemicals and hormones such as adrenaline and cortisol.

That gets your heart beating faster and sends blood to muscles and important organs. You feel energized and have heightened awareness so you can focus on your immediate needs.

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Stress is different for different people

Stress is different for different people, so it is important to address stress differently. If you're too busy to set aside one hour for exercise, consider taking the stairs instead of the elevator to work, or walk if your office is close to your home. Instead of seeing things as though they are contributing to your already stressful life, consider replacing them with things that would make you feel better.

It's great to tackle things on your own, but there are times when you'll need a helping hand to get through difficult situations. It is often advisable to seek assistance from a third party that you can look up to, share your concerns with, and receive assistance from. Now the question is, where do you go to get assistance? The first place to start is at your workplace. Companies nowadays provide employee assistance services to help employees cope with challenging situations. If your organization isn't one of them, look for hotlines in your region that offer similar services.

Workplace Stress

It can be difficult to deal with workplace stress at times, but stress management skills vary from person to person. The source of your stress and how you deal with it could be very different from your friend's.

We always associate stress with something negative, but this isn't the case. Any tension is beneficial, since it motivates people to finish their tasks. Stress, as you might have noticed, can be beneficial in and of itself. Eustress is the term for this form of stress. Eustress, in basic terms, is stress that has a beneficial impact or is inspiring in nature. It yields a favorable result. People who are under such pressures are more likely to perform well. We have positive stress as well, which makes our lives dynamic, as opposed to the lives of people who are free of conflict or stress, who are bland, monotonous, and boring.

These types of stress are distinct from the stress disorders to which people are subjected in their professional lives. Working in unsuitable and inefficient environments, as well as in an unsuitable position, causes workplace stress.

Problems Cause by stress factors

Stress has the potential to cause a variety of illnesses, including psychiatric problems such as depression and anxiety. They also contribute to emotional distress such as irritability, frustration, tension, and exhaustion. Workplace stress may also lead to changes in behavior and cognitive functioning, such as increased aggression and attention lapses.

Even when stress does not cause any psychological or physical damage, it causes significant productivity losses. Employees that are stressed out perform worse, are less receptive, and have a higher rate of absenteeism. Deviant conduct, health-related costs, and an increased risk of occupational injury are all consequences of these circumstances.

The willingness of an employee to cope with the amount of hours he is expected to work, the pace of production, performance expectations, volume of work, and the deadlines by which he is expected to produce his output all contribute to stress.

Models of Stress

General Adaptation Syndrome Model

Hans Selye, a Vienna-born scientist, working in the 20th century, was the first person to describe GAS. Hans Selye (1907-1982) was the founder of the new age of stress research. In 1950, Selye addressed the American Psychological Association convention. He presented a theory of stress-induced responses that has since become the standard model of stress, the one that academic journal papers about stress often refer to (or criticize).

Selye described a stress syndrome as the physiological changes that occur spontaneously in response to any stressor, physical or psychosocial, and trigger the body's protective reactions. The General Adaptation Syndrome, or GAS, is a three-stage temporal model that describes the body's nonspecific reaction to any kind of damage (Selye, 1956).

General Adaptation Syndrome Stages

1. Alarm reaction stage

The alarm reaction stage refers to the initial symptoms the body experiences when under stress. You may be familiar with the "fight-or-flight" response, which is a physiological response to stress. This natural reaction prepares you to either flee or protect yourself in dangerous situations. Your heart rate increases, your adrenal gland releases cortisol (a stress hormone), and you receive a boost of adrenaline, which increases energy. This fight-or-flight response occurs in the alarm reaction stage.

2. Resistance stage

After the initial shock of a stressful event and having a fight-or-flight response, the body begins to repair itself. It releases a lower amount of cortisol, and your heart rate and blood pressure begin to normalize. Although your body enters this recovery phase, it remains on high alert for a while. If you overcome stress and the situation is no longer an issue, your body continues to repair itself until your hormone levels, heart rate, and blood pressure reach a pre-stress state.

Some stressful situations continue for extended periods of time. If you don't resolve the stress and your body remains on high alert, it eventually adapts and learns how to live with a higher stress level. In this stage, the body goes through changes that you're unaware of in an attempt to cope with stress.

Your body continues to secrete the stress hormone and your blood pressure remains elevated. You may think you're managing stress well, but your body's physical response tells a different story. If the resistance stage continues for too long of a period without pauses to offset the effects of stress, this can lead to the exhaustion stage.

Signs of the resistance stage include:

- irritability
- frustration
- poor concentration

3. Exhaustion stage

This stage is the result of prolonged or chronic stress. Struggling with stress for long periods can drain your physical, emotional, and mental resources to the point where your body no longer has strength to fight stress. You may give up or feel your situation is hopeless. Signs of exhaustion include:

- fatigue
- burnout
- depression
- anxiety
- decreased stress tolerance

The physical effects of this stage also weaken your immune system and put you at risk for stress-related illnesses.

When does General Adaptation Syndrome Occur?

GAS can occur with any type of stress. Stressful events can include:

- a job loss
- medical problems
- financial troubles
- family breakdown
- trauma

But while stress is unpleasant, the upside is that GAS improves how your body responds to stressors, particularly in the alarm stage.

The fight-or-flight response that occurs in the alarm stage is for your protection. A higher hormone level during this stage benefits you. It gives you more energy and improves your concentration so you can focus and tackle the situation. When stress is short-term or short-lived, the alarm stage isn't harmful.

This isn't the case with prolonged stress. The longer you deal with stress, the more harmful it is to your health. You also don't want to remain in the resistance stage for too long and risk entering the exhaustion stage. Once you're in the exhaustion stage, prolonged stress raises the risk for chronic high blood pressure, stroke, heart disease, and depression. You also have a higher risk for infections and cancer due to a weaker immune system.

Models of Work Stress

1. The Health and Safety Executive Model (HSE) of Work-stress
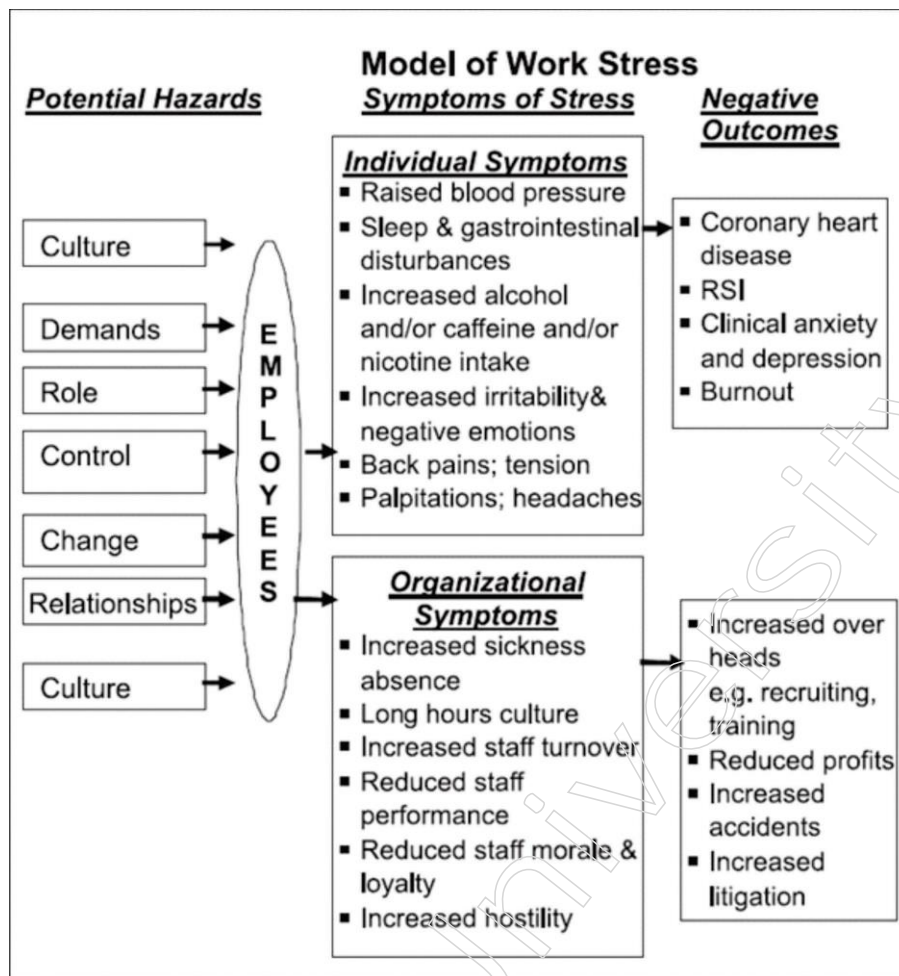
The HSE suggests a 5-step stress risk assessment that focuses on identifying and then resolving seven major risks: Organizational culture and how it handles stress (for example, a culture of long work hours); demands: Employee involvement in how they do their work (for example, control balanced against demands); relationships include all work relationships (for example, intimidation and harassment); exposure to physical hazards and workload (for example, amount and difficulty of work; shift work); control: Employee involvement in how they do their work (for example, control balanced against demands); Change: Its management and employee communication (for example, ensuring that employees understand why change is necessary); role: Employee is aware of his or her responsibilities, and jobs are clearly specified (for example, overlapping positions are avoided); assistance, preparation, and personal factors: Individual differences are accommodated by peer and line manager support, preparation for key job roles, and catering for individual differences.

To combat work-related stress, the HSE recommends taking a constructive approach rather than the more common reactive approach. As a result, rather than stress management, pressure management training, or employee stress therapy, the

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emphasis should be on stress reduction by assessment and eventual elimination of hazards. Performance appraisals, informal consultations with employees, focus groups, and return-to-work interviews are all examples of qualitative evaluation approaches for determining whether work-related stress is an issue. Productivity statistics, sickness/absence data, staff turnover, and questionnaires are examples of quantitative approaches. Commercially accessible questionnaires, on the other hand, are not recommended by the HSE because they might not be accurate or legitimate indicators for work-related stress. The focus is on organizations creating their own audit resources with the help of appropriate guidance.

2. The COR Model (Conservation of Resources)

The Conservation of Resources (COR) Model, an integrated model of stress that looks to incorporate many stress theories related to work, life, and family, is a good example. (Hobfoll 1989). According to this theory, stress arises when resources are lost or threatened to be lost. This is because people essentially want to get and keep their resources, which the authors loosely define as "objects, states, conditions, and other items that people value." Any of these stressors can be related to one's home, wardrobe, self-esteem, relationship status, time, or finances. Work/relationship conflicts can trigger stress in this situation because resources such as time and energy are wasted in the process of successfully juggling both positions (Hobfoll 2001). This can lead to work frustration and anxiety, while other tools like self-esteem can help to mitigate such tensions and stress (Hobfoll 2002). Such a model will be useful in the creation of resource-focused initiatives that seek to transform resources of employees and subsequent outcomes.

5.2.7 Models, Symptoms and Consequences of Stress: Part 2

Symptoms of Stress

1. Cognitive Symptoms

Cognitive disorder signs vary according to the particular disorder, but some common signs and symptoms overlap in most disorders. Some of the most common signs of cognitive disorder include:

- Constant worrying
- Racing thoughts
- Forgetfulness and disorganization
- Inability to focus
- Poor judgment
- Being pessimistic or seeing only the negative side

Some cognitive disorders develop in stages and symptoms increase in severity the further the disease progresses. Alzheimer's disease, for example, begins with the patient showing very minor signs of forgetfulness. Sufferers may forget names they know well, or they may have trouble remembering what they did recently. The initial symptoms of early-onset Alzheimer's disease are often indistinguishable from normal memory errors. However, as the disease progresses, the affected person's memory

becomes persistently impaired. They may have rare moments of clarity, but life is generally lived in a state of confusion.

2. Emotional Symptoms

Stress, defined as emotional tension or mental strain, is all too common of a feeling for many of us. According to the American Psychological Association (APA), the average stress level of adults in the United States in 2015 was 5.1 on a scale of 1 to 10. Too much stress can produce both physical and emotional symptoms.

Emotional symptoms of stress include:

- Getting irritated, annoyed, and moody quickly
- Feeling overwhelmed, as if you've lost power or need to reclaim it
- Having trouble unwinding and quieting your mind
- Low self-esteem, loneliness, worthlessness, and depression are all symptoms of low self-esteem.
- Keeping others at bay

3. Physical Symptoms

"When faced with a perceived threat the so-called 'fight or flight' response automatically kicks in. Your sympathetic nervous system is activated and your body produces adrenaline, corticosteroids and other chemicals to enable the muscles to work better, the heart rate to go up and the brain to be more alert," he explains.

Although this is fine for short periods of time, continued stress - or automatically feeling stressed without a trigger - can lead your body to become exhausted, Campbell adds.

The constant release of stress hormones, including adrenaline, cortisol and noradrenaline, can cause stomach problems, and muscular issues, and affect our menstrual cycles too.

The following are physical symptoms of stress:

- Low energy
- Aches and pains
- Diarrhea, constipation, and nausea are all symptoms of an upset stomach.
- Muscle tenseness, aches, and pains
- Pain in the chest and a quick heartbeat
- Insomnia
- Colds and infections on a regular basis
- Sexual desire and/or potential is lost.
- Nervousness and trembling, ringing in the ears, cold or sweaty hands and feet are all symptoms of anxiety.
- Swallowing difficulties and a dry mouth
- Jaw clenched and teeth grinding

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4. Behavioural Symptoms

Behavior is an action or reaction to the environment or to internal thoughts and emotions. Behavioral symptoms are persistent or repetitive behaviors that are unusual, disruptive, inappropriate, or cause problems. Aggression, criminal behavior, defiance, drug use, hostility, inappropriate sexual behavior, inattention, secrecy, and self-harm are examples of behavioral symptoms. Only 30% of children with developmental or behavior disorder are identified prior to starting school, meaning the majority of affected children miss out on the opportunity to participate in early intervention. Substance abuse is another potential cause of behavioral symptoms, or may be a complication of conditions that cause behavioral symptoms. If it is a complication of another condition, substance abuse can make behavioral symptoms worse.

What other symptoms might occur with behavioral symptoms?

Behavioral symptoms may accompany other symptoms that vary depending on the underlying disease, disorder or condition. Conditions that frequently affect behavior may also involve other body systems.

Psychiatric and cognitive symptoms that may occur along with behavioral symptoms

Behavioral symptoms may accompany other psychiatric or cognitive symptoms including:

- Anxiety, agitation or irritability
- Confusion, forgetfulness or disconnectedness
- Difficulty understanding social cues
- Difficulty with memory, thinking, talking, comprehension, writing or reading
- Disturbances in perception or thought processes (psychoses), such as hallucinations and delusions
- Feelings of being mistreated or misunderstood
- Feelings of emptiness or worthlessness
- Mood depression or elevation
- Poor judgment
- Withdrawal and depression

Other symptoms that may occur along with behavioral symptoms

Behavioral symptoms may accompany symptoms related to other body systems including:

- Abdominal pain or cramping
- Appetite changes
- Bowel movement changes
- Developmental delay in children
- Headache
- Hearing or vision problems
- Impaired balance and coordination

- Muscle twitching, spasms or seizures
- Muscle weakness
- Sensory changes
- Sleep disturbances
- Swallowing difficulties
- Weight changes

Consequences of Stress

Stress can have a number of consequences. As previously stated, positive stress can lead to increased energy, excitement, and motivation. The detrimental effects of stress, of course, are of greater concern. Individual consequences, organizational consequences, and burnout are all possible outcomes of stress.

It's important to remember that many of the factors mentioned are inextricably linked. Alcohol addiction, for example, is shown as an individual effect, but it also has an impact on the company where the person operates. An employee who consumes alcohol while on the job can perform poorly and endanger others. If a consequence's category seems to be arbitrary, keep in mind that each consequence is classified according to its primary impact field.

1. Individual Consequences

Individual stress consequences, on the other hand, are the results that have the greatest impact on the individual. Although the organization can suffer, either directly or indirectly, it is the person who took the burden of the consequences. Stress may have a variety of physiological, psychological, and medical consequences.

i. Behavioral Consequences

Stress can have negative behavioral consequences that can affect the individual who is stressed as well as others. Smoking is one of these behaviors. People who smoke tend to smoke more while they are under stress, according to research. There's also proof that alcohol and drug addiction are related to stress, but the evidence isn't as strong. Accident proneness, aggression, and appetite disorders are all potential behavioral consequences.

ii. Psychological Consequences

The mental health and well-being of an individual are affected by the psychological effects of stress. When people are under too much stress at work, they can become depressed or sleep excessively or insufficiently. Stress can lead to marital strife and sexual difficulties.

iii. Medical Consequences

The medical effects of stress have an impact on a person's physical health. Stress has been attributed to heart disease, stroke, and other illnesses. Headaches, backaches, ulcers and associated stomach and intestinal disorders, as well as skin conditions like acne and hives, are all common medical problems caused by too much stress.

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2. Organizational Consequences

Clearly, all of the above-mentioned individual consequences may have an effect on the organization. Other stress-related effects have far more direct ramifications for organizations. Performance declines, withdrawal, and negative attitude changes are among them.

i. Performance

A drop in efficiency is one direct organizational effect of too much stress. For operating workers, this may mean lower-quality work or a decrease in productivity. For managers, it may mean erroneous decisions or work relationship breakdowns as people become irritable and difficult to work with.

ii. Withdrawal

Stress may also trigger withdrawal behaviors. Absenteeism and quitting are the two most common ways of withdrawal activity in the workplace. People who are having a difficult time dealing with stress at work are more likely to call in sick or consider quitting the organization. Other, more subtle types of withdrawal may occur as a result of stress. A manager can begin to miss deadlines or take longer lunch breaks as a result of this. An employee can withdraw psychologically if he or she loses interest in the company and the job. Employee aggression, as previously said, is a possible individual result of stress. This has clear organizational ramifications, particularly if the violence is directed at an individual or the company as a whole.

iii. Attitudes

Attitudes are another direct organizational effect of employee tension. Job satisfaction, morale, and organizational engagement can all suffer, as can motivation to perform at a high level, as we just mentioned. As a result, people will be more likely to complain about minor issues, work just enough to get by, and so on.

3. Burnout

Burnout, another stress-related complication, has significant consequences for both individuals and organisations. Burnout is a general feeling of exhaustion that occurs when a person is under too much pressure at the same time as having too few sources of satisfaction. Burnout typically manifests itself in the following manner. First, under some circumstances, people with high hopes and good desire to get things done are prime candidates for burnout. They are particularly vulnerable when their initiative is suppressed or limited by the organization, and they are continually expected to fulfill the organization's goals. In this case, the worker is more likely to put too much effort into the job. In other words, the individual may continue to try to meet his or her own goals while also trying to meet the standards of the organization. Prolonged stress, exhaustion, anger, and helplessness under the weight of crushing demands are the most likely outcomes of this situation. Aspirations and motivation are practically extinguished, just like a candle is extinguished. Following this, there is a loss of self-confidence and a psychological withdrawal. Burnout is the end result. At this point, the person will begin to dread going to work in the morning, work longer hours but achieve less, and exhibit general mental and physical exhaustion.

5.2.8 Strategies for stress management: Part 1

Work has a variety of health effects, ranging from relatively minor (such as an increase in colds and flus) to potentially fatal (such as heart disease and metabolic syndrome).

Why managing stress is important?

Working with people is stressful in general, and working as part of a team can be even more so. Stress is a silent foe that can lead to negative emotions such as anger, deprivation, and irritation, as well as a variety of psychosomatic complaints. It can also have a negative effect on business performance.

Competitive situations where it's difficult to manage activities that can lead to feelings of helplessness are common sources of stress.

Everyone, in theory, is stressed, but managers are subjected to a disproportionate amount of it. Managing a team of developers or salespeople requires a strong concentration, flawless execution, operating under strict deadlines, delegating responsibility, and dealing with problems outside your control on a regular basis.

Excessive stress can trigger mental health issues like anxiety and depression, as well as physical issues like high blood pressure and heart disease.

Managing Stress in the Workplace (Models)

1. Transactional Model

In 1984, Richard Lazarus and Susan Folkman proposed that stress is caused by an "imbalance between demands and resources" or by "pressure beyond one's perceived capacity to cope." Stress management was created on the assumption that stress is not a direct reaction to a stressor, but rather that one's resources and capacity to cope mediate the stress response and are changeable, allowing stress to be managed. It is important to first recognize the factors that are essential to a person managing his or her stress, as well as the intervention strategies that effectively target these factors, in order to establish an effective stress management program. The understanding of stress by Lazarus and Folkman focuses on the interaction between people and their environment (known as the Transactional Model).

The approach sees stress as the product of how a stressor is assessed, as well as how a person assesses his or her resources for dealing with the stressor. The model proposes that stress does not necessarily follow the existence of a potential stressor if stressors are viewed as constructive or challenging rather than a threat, and if the stressed individual is assured that he or she has adequate rather than inadequate coping strategies.

According to the model, stress can be minimized by assisting stressed people in changing their views of stressors, presenting coping mechanisms, and increasing their trust in their ability to cope.

2. Health Realization/Innate Health Model

Stress is not always caused by the existence of a possible stressor, according to the health realization/innate health model of stress. The health realization model, rather

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than concentrating on the individual's assessment of so-called stressors in relation to his or her own coping skills (as the transactional model does), emphasizes the essence of thinking, claiming that a person's thought processes ultimately dictate how they react to potentially challenging external circumstances. Stress, according to this model, is caused by seeing oneself and one's circumstances through a mental filter of fear and negativity, while happiness is achieved by approaching the world with a "quiet mind," "inner wisdom," and "common sense."

This model suggests that helping stressed people understand the nature of thought, especially the ability to recognize when they're stuck in insecure thinking, disengage from it, and access normal positive feelings, would help them feel less stressed.

5.2.9 Strategies for stress management: Part 2

Though work-related stress is normal, finding a low-stress job is difficult (if not impossible). Adopting appropriate coping mechanisms to relieve tension at your current work is a more practical solution. If you're having trouble dealing with job pressures, here are some stress management strategies to try.

1. Get Your Day Started

Many people arrive at work already exhausted after rushing to get the kids fed and off to school, avoiding traffic and dealing with road rage, and gulping down coffee instead of a nutritious breakfast. This makes them more responsive to occupational stress.

When you have a stressful morning, you may be surprised by how much job stress affects you. When you begin your day with preparation, healthy nutrition, and a positive mindset, you can find that the stress of your work is easier to bear.

2. Be Specific About the Requirements

Uncertain work expectations are one factor that has been linked to employee burnout. You can get extremely stressed if you don't know exactly what is expected of you or if the requirements for your position change frequently. If you're still unsure whether or not what you're doing is enough, talk to your supervisor. You should use this opportunity to go over goals and talk about how to achieve them. This is a great way for both of you to de-stress!

3. Avoid Getting Into a Fight

Interpersonal conflict has a negative impact on your physical and mental well-being. Conflict among coworkers is difficult to avoid, so you should try to avoid it as much as possible at work. Avoid gossiping, expressing too many personal views about religion and politics, and using "colorful" office humor. Stop people who don't get along with others if at all possible. If you do end up in a confrontation, make sure you know how to manage it properly.

4. Stay Organized

Even if you're inherently disorganized, planning ahead to remain organized will

significantly reduce the workplace stress. Being prepared with your time means running less in the morning to stop being late and hustling less at the end of the day to get out. Keeping yourself organized will help you escape the harmful effects of clutter and be more productive at work.

5. Relax and unwind

Physical discomfort, which is mostly linked to where you perform the majority of your everyday activities, is another unexpected source of work stress (such as your desk).

If you sit in an uncomfortable chair for a few minutes, you may not realize you're stressed; but, if you sit in that chair all day at work, you may develop a sore back and become more reactive to stress as a result.

Even minor distractions, such as office noise, can be disruptive and cause low-grade irritation. Make every effort to build a peaceful, relaxing, and calming work environment.

6. Multitasking is a thing of the past.

Multitasking was once lauded as a fantastic way to make the most of one's time and accomplish more in less time. . People finally realized that if they were talking on the phone and doing calculations at the same time, their speed and accuracy (not to mention their sanity) would suffer.

Splitting the attention causes a "frazzled" feeling in most people, and it doesn't work well for them. Instead of multitasking, try chunking as a cognitive technique for staying on top of your activities.

7. Lunchtime Walk

Many people suffer from the negative consequences of a sedentary lifestyle. Having some exercise during your lunch break will help you overcome the physical and mental effects of work stress. If your schedule allows it, you might consider taking brief workout breaks during the day if your schedule allows it. This is a great way to let off steam, improve your mood, and get in better shape.

8. Keep the perfectionism at bay.

Being a high achiever can make you feel good about yourself and help you succeed at work, but being a perfectionist will cause you to have issues (and those around you).

In a busy, fast-paced career, you will not be able to do it perfectly every time. Still trying to do your best and taking time to commend yourself for your efforts is a good strategy for avoiding the perfectionism trap. You can notice that your performance improve and that you are less distracted at work.

9. When driving, listen to music Home

Music has many advantages and can be an excellent stress reliever before, during, and after work. While preparing breakfast, listening to an upbeat song will help you feel more prepared to connect with the people in your life. Similarly, relieving tension from a

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long day by listening to your favorite music on the way home will help you relax and feel less anxious when you reach.

5.2.10 Agility in VUCA Environment

What is VUCA?

Following the 9/11 terrorist attacks in 2001, the United States Army War College was one of the first organisations to use the VUCA acronym. VUCA was coined by military planners to describe the fundamentally new and unfamiliar international security climate that had arisen. The acronym VUCA stands for:

Volatile – the essence and degree of change is fast and unpredictable.

Uncertain – the present is hazy, and the future is a mystery.

Complexity - Many different, intertwined variables are at play, all of which have the ability to create uncertainty and confusion.

Ambiguous – a lack of understanding or knowledge about a situation.

In his 2009 novel, Leaders Make the Future, Bob Johansen of the Institute for the Future adapted VUCA for the business world. He used it to represent the turbulent and unpredictable forces of change that can impact organizations, and he argued that managing in the face of the four VUCA challenges requires new skills, methods, and behaviors. Individuals, teams, administrators, and companies in affected industries are all confronted with VUCA challenges. These obstacles can be important on their own, but when they're combined, they can be overwhelming.

How to Manage in a VUCA World

While VUCA can seem to be unavoidable in some industries, you can manage yourself, your staff, and your company to minimize its impact. You can also take advantage of it. Breaking down VUCA into its component parts and identifying volatile, uncertain, complex, or ambiguous situations are crucial to managing in this setting. Since each situation has its own set of causes and remedies, you should focus on one at a time. Johansen suggests the VUCA Prime concept in his book as a way to respond to VUCA threats. He recommends that you do the following:

1. Vision Will Help You Deal With Volatility

● Recognize and accept change as a relentless and unpredictable part of the workplace. Don't fight it.

● Build a consistent, common vision of the future and create a strong, convincing statement of team goals and values. Make sure your team members have flexible priorities that you can adjust when needed. This enables them to enter uncharted territory and respond quickly to changes.

2. Face Uncertainty with Knowledge

● Take a moment to listen and take a look around. This will assist you in better comprehending and developing new ways of thinking and behaving in response to the elements of VUCA.

● To avoid falling behind, prioritize investing in, assessing, and understanding market and competitive intelligence. Keep up with industry news and pay attention to the customers to figure out what they want.

● Assess and review your results. Think about what went well, what surprised you, and what you should do better next time.

● Practice simulating and experimenting with scenarios to see how they might play out and how you might respond in the future.

3. React to Complex Situations with Clarity

● Communicate with your team in a straightforward and concise manner. In difficult circumstances, clearly articulated interactions aid them in comprehending the course of the team or organization.

● Create teams and encourage teamwork. VUCA conditions are often too complex for a single person to manage. As a result, create teams that can function together in a fast-paced, unpredictably changing world.

4. Agility Is Your Best Weapon against Ambiguity

● Encourage adaptability, versatility, and agility. Plan accordingly, but leave space for contingencies and be willing to change your plans as events unfold.

● Recruit, train, and support people who excel in VUCA situations. These individuals are likely to be collaborative, adaptable to uncertainty and transition, and capable of complex thought.

● Encourage your employees to think and work outside of their traditional functional areas in order to expand their expertise and experience. Work rotation and cross training will help the team become more agile.

● Guide the team members rather than dictating or controlling them. Create a constructive atmosphere and work hard to achieve consensus. Encourage others to participate in dialogue, opposition, and participation.

● Adopt a "culture of ideas." This alternative VUCA concept was coined by Kevin Roberts of the advertising agency Saatchi and Saatchi: "Vibrant, unreal, crazy, and astounding." In unpredictable times, this defines the type of energizing culture that can offer teams and companies a dynamic, agile edge.

● Recognize and reward team members who exhibit vision, understanding, clarity, and agility. Highlight developments and measured risk-taking steps to show your employees what kind of actions you admire.

Agility: Key to leading in a VUCA World

Many managers believe they are unprepared to lead in today's ambiguous and fast-paced environment, and they are often exhausted and unable to keep up with the rapid changes within their organizations. Leaders are grappling with how to lead in an increasingly volatile, uncertain, complex, and ambiguous (VUCA) world, in which planning and forecasting are no longer reliable.

Leading by uncertainty necessitates more risk-taking and connections with new information, which necessitates more risk-taking and connections with new knowledge. In today's dynamic world, no one individual can provide all of the answers; instead,

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leaders must draw on a diverse range of insights, skills, and experiences to lead effectively in the twenty-first century.

Helping leaders cultivate adaptable behaviors so they can use past experiences to reflect, create sense, and try new behaviors is one way to thrive in a VUCA environment. Leading via uncertainty necessitates further risk-taking and interactions with new knowledge, which necessitates learning agility. Learning agility, according to Lombardo and Eichinger (2000), is the desire and ability to learn from experience and then apply the learning to perform effectively in new or first-time situations.

So, what are the essential elements of learning agility, and what will future leaders need to achieve it? Learning agility is thought to be made up of four elements:

● Results agility – produces results in difficult circumstances; has the presence and ability to motivate others to perform;

● Mental agility – delves into complicated problems to find solutions; at ease with uncertainty and complexity

● People agility – has a high level of self-awareness; can adapt to a wide range of hypotheses and styles; is flexible and constructive under pressure.

● Change agility – enjoys experimenting with new ideas; enjoys taking on new responsibilities and challenges.

According to one study, high performers are three times more likely than average performers to be classified as high potentials, whereas those who are highly learning agile are 18 times more likely to be labeled as high potentials (De Meuse, 2017). Furthermore, a ten-year longitudinal study of North American sales executives found that learning agility was strongly linked to promotion rates and average pay increases (Dai et al. 2013).

5.2.11 Resilience and Agility for Higher Performance

A tenacious workforce is the foundation of a high-performing business. Great business leaders build a healthy work culture that makes the organization more likely to prosper in the long run, just as a good farmer knows not to exhaust their soil for crops.

Fear-based work cultures – where employees are afraid to voice their concerns for fear of retaliation – are common in uncertain times and can be costly to businesses. Failure is unacceptable in these fragile environments, and individuals must 'run a marathon' in pursuit of innovation, competitiveness, and bottom-line performance.

**The structure of a long-term high-performance organization**

The most effective teams, according to Google research, were those with a high degree of psychological protection. Employees did great work when they felt safe enough to take chances.

Essentially, a high-performance organization that is sustainable would

● Excel, innovate, and lead in their chosen region.

● Clearly articulate strategy and react to changing external circumstances with agility.

● Recover from significant organizational losses.

- Attract and keep the best employees in the industry.

- Create a values-driven community that is aligned with a larger goal.

- Maintain a cool, deliberate emphasis on the implementation of your plan.

- Develop long-term, mutually beneficial partnerships with all stakeholders.

- Develop leaders with compassion, values congruence, modesty, realistic optimism, awareness, and bravery to lead for a higher cause.

- Reward people for achieving goals and acting in a way that is compatible with their ideals.

- Integrate sustainability into business practices.

- Building a high-performing organization that lasts involves a systematic and integrated strategy that can be broken down into three stages:

- Primary: To fit with the changing world, redefine the organization's mission (why), principles and behaviors (what), and leadership styles and management processes (how).

- Secondary: Assist leaders, teams, and individuals in mastering the behaviors that promote a safe work environment.

- Tertiary: Support workers who are dealing with mental and physical wellbeing and assist them in recovering from high-intensity cycles at the tertiary level.
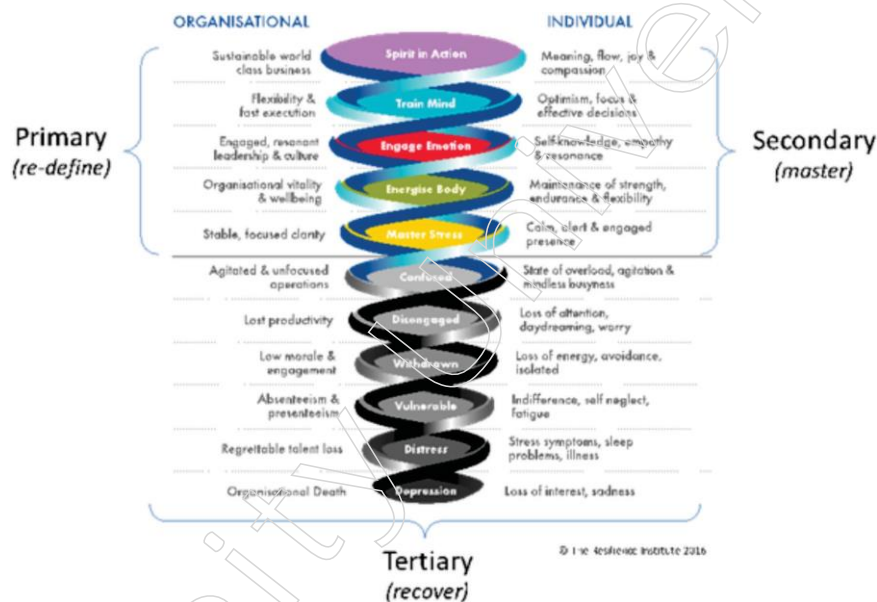
1. Redefine the organisation

If the organization's emphasis and processes need to be improved, the atmosphere must first be redesigned so that leaders and employees can succeed.

Leaders may recognize roadblocks that are causing inefficiencies and undue stress by revisiting the organization's mission, principles and behaviors, and management processes. A change in corporate culture goes far beyond simple projects like yoga in the boardroom or free fruit in the break room. While these wellness initiatives will definitely improve the workplace atmosphere, fundamental improvements that resolve possible negative problems can help employees more.

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2. Promote a safe work environment

Teams of resilient people drive organizational intent and individual health in organizations that achieve long-term high success.

This culture's development begins at the top. Compassionate leadership is essential for organizations to develop. The caring leader recognizes their team members' abilities and aims to assist them in achieving a more realistic and optimistic future. The end result is a high level of trust and appreciation.

Resilient organizations invest in their employees to develop these skills:

● Bounce – Toughness and adaptability in the face of adversity and change

● Courage – energized by change and adversity

● Creativity - Develop talent and opportunities.

● Connection - Humility, respect, and concern for others and nature

Resilience Assets	Practical Resilience Disciplines
Spirit in Action	Foster compassion for self & others Identify & express talents and life purpose Understand and live by core values Build self-confidence and presence
Train Mind	Reframe challenges into opportunities Practise realistic optimist thinking Be aware of thoughts and explanatory style Be in the present and practice mindfulness
Engage Emotion	Practise emotional regulation for positivity Practise impulse control Develop empathy for others Develop emotional self-awareness
Energise Body	Develop and live Integral Daily Practice Eat resilient food Invest in exercise, strength training, stretching Master sleep
Master Stress	Seek FLOW and peak performance Learn breath control and ritualize meditation Build awareness of body and stress profile Bounce Back from adversity

It is critical to provide realistic resilience education to leaders and employees in order to promote a healthy workplace culture. The five assets of resilience, as well as the related disciplines, can be taught.

3. Provide support to employees

According to statistics, any organization will have individuals with mental and physical health issues that will need clinical assistance to recover. The majority of companies have an Employee Assistance Program (EAP) in place where employees can get free psychological counseling. The most difficult aspect of EAP is reducing the stigma attached to employees who use it. Organizations must also strengthen their leaders' ability to recognize mental illness in their employees and establish strong faith in order to address it compassionately.

The impact of creating a high-performing, long-term organization

On a personal level, reaching the plateau of sustained high success in business

leads to employees spending more time in a state of 'flow.' Psychologists describe 'flow' as a state of complete engagement in which we can safely achieve optimum results, maintain good health, and feel increasingly optimistic.

Businesses can build a valuable culture of confidence by embracing organizational strategies that promote high productivity over time. This culture leads to tangible business results such as improved productivity, revenue, customer loyalty, and employee retention.

Summary

Stress management is a huge spectrum of strategies and psychotherapies geared toward controlling a person's degree of strain, especially continual strain, normally for the motive of and for the purpose of enhancing normal functioning. Stress produces several bodily and intellectual signs and symptoms which range in step with every individual's situational factors. These can consist of bodily fitness decline as nicely as depression. The technique of strain control is called as one of the keys to a satisfied and a hit existence in current society. Although existence gives several needs that may show tough to handle, strain control gives some of approaches to manipulate tension and preserve average nicely-being.

Despite strain regularly being concept of as a subjective experience, degrees of strain are simply measurable, the use of diverse physiological tests, just like the ones used in polygraphs. Evaluating the effectiveness of diverse strain control strategies may be tough, as restricted studies presently exists. Consequently, the quantity and best of proof for the diverse strategies varies widely. Some are popular as powerful remedies to be used in psychotherapy, whilst others with much less proof favoring them are considered opportunity therapies. Many expert companies exist to sell and offer schooling in traditional or opportunity therapies. There are numerous fashions of strain control, every with specific causes of mechanisms for controlling strain. Much extra studies is important to offer a higher expertise of which mechanisms virtually perform and are powerful in practice.

Check your Understanding

1. _____ has been described by researchers as a stable personality trait, a state-like developable ability, or a method

2. Emotional and behavioural effects result from _____ thoughts and values.

3. _____ refers to when we are at our most efficient, in our comfort zone, or in a state of flow.

4. Social relationships are especially beneficial for adults who may be dealing with _____ or health issues.

5. _____ can be defined as any type of change that causes physical, emotional, or psychological strain.

6. The _____, or GAS, is a three-stage temporal model that describes the body's nonspecific reaction to any kind of damage.

7. _____ is an action or reaction to the environment or to internal thoughts and emotions.

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8. _____ and _____ are the two most common ways of withdrawal activity in the workplace.

9. VUCA was coined by _____ to describe the fundamentally new and unfamiliar international security climate that had arisen.

Activity

1. Try to implement a VUCA environment.

Glossary

1. **Resilience** - Resilience is the ability to withstand adversity and bounce back from difficult life events. Being resilient does not mean that people don't experience stress, emotional upheaval, and suffering

2. **Paradox** - a seemingly absurd or contradictory statement or proposition which when investigated may prove to be well founded or true.

3. **Anxiety** - a feeling of worry, nervousness, or unease about something with an uncertain outcome.

Questions and References

1. What do you understand by resilience?

2. How is individual resilience different from term resilience in the workplace?

3. Explain the ABC technique in overcoming negative feelings.

4. What is the role of family and social networks?

5. What is stress?

6. Explain the models of stress.

7. What are the consequences of stress?

8. Explain some of the strategies for stress management.

9. What do you understand by VUCA?

10. How to manage VUCA world?

Answers to check your progress

1. Individual resilience

2. dysfunctional

3. Normal functioning

4. deteriorating cognitive abilities

5. Stress

6. General Adaptation Syndrome

7. Behaviour

8. Absenteeism and quitting

9. military planners