1. Foundation of Organizational Behaviour

In the first class of Organizational Behaviour, I remember how beautifully ma'am has introduced herself to us. She has briefly shared her journey in the field of education. About the research that she has done.

Then we have studied what the subject is all about and what we are going to learn in this course and how we can reflect all that in our own lives and experiences and reason ourselves for the behavior, values, attitudes that we have shown in various activities that we do in everyday life.

Organizational Behaviour is the study of the behavior of people's act or a group act within the organization.

I learned about Robert Kegan's five stages of maturity -
- Impulsive Mind - 1% of the adult population are in this stage of maturity. They act like a child of 3-4 months. They don't bother about the consequences.
- Imperial Mind - 6% of the adult population. Their behavior is monitored by the consequences. I remember a few examples from the class - that people follow traffic rules and they don't do murders or harm others because of the fear of jail or punishment. The Imperial mind has a transactional relationship.
- Socialized Mind - 60% of the adult population. They follow norms, culture, and value systems. They don't have an independent sense of self. For them, relations are not transactional. They make a lot of sacrifices including their dreams. Example - Someone is not abusing his wife because he loves her and doesn't want to hurt her and the relationship.
- Self-authoring - 37% of the adult population. They define who they are, and not be defined by other people, their relationships, or the environment. They want to enhance their culture.
- Self-transforming Mind - 1% of the adult population. This is similar to the Buddhist concept of an evolving self. They agree to the flaws that they have in themselves and they improve and change my identity.

I find myself in the 3rd stage of maturity as I think of my relationships with family and close ones before taking any important decision of my life and if it is hurting them I might not go with that. I want to improve myself a lot and move towards the next stage of maturity.

The secret of longevity in warm relationships.
We discussed a Grand study, a 75-year-old study on adult development. They have made research on two groups, one of Harvard schoolmen and the second was Boston street men. The study showed that good relationships keep us healthier and happier. Three lessons -
- Social connections are good and loneliness kills.
- Quality of relationship matters.
- Good relationships protect brains.

Breney Brown's study to find "The underlying reason behind connections". The power of vulnerability. The unstable feeling that we get when we come out of our comfort zone. The

power of vulnerability.
We discussed how organizations are making connections with targeted customers by showing that it's ok to be vulnerable. Examples - Dove soap ad for moms' and the single shoe champaign.

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2. Understand individual differences – Personality

In this session, I learned about what personality means and what are the determinants of personality.
Personality is a relatively stable pattern of thoughts, emotions, and behaviors that characterize a person. Nature and Nurture both are responsible for building our personality.

Personality types -
- MBTI (The Myers-Briggs Type Indicator) - Personality Assessment- 16 personality types.
- Introvert vs Extrovert
  - Introvert - the source of energy is inside.
  - Extroverts - get energy from the external environment. Communicate to the outer world
- Sensing vs Intuition
  - Sensing ones are more structured and they follow step by step information/instruction. Experienced instinct.
  - Intuition - People who find great opportunities in new things. Gut instinct. They are creative.
- Thinking vs Feeling
  - Thinking - people who take objective decisions, argument-rational, look at pros and cons, are convinced by logic, value honesty, and are happy when they achieve something.
  - Feeling - They are warm and friendly, emotional, convinced by feeling, they get more energized when they are appreciated.
- Judging vs Perceiving: J-P Scale
  - Judging - very structured, can't handle a lot of uncertainty, complete the task before the deadline.
  - Perceiving - spontaneously, want to live life in own way, flexible, very unstructured, look for more opportunities and are little open.
- The Big Five; OCEAN:
  - Openness
  - Conscientiousness
  - Extraversion
  - Agreeableness
  - Neuroticism
- Loci of control: Internal vs External
  - Internal - You make things happen
  - External - Things happen to you
- Type A and Type B
  - Type A- competitive, self-critical, impatient, aggressive, fast-talking.
  - Type B- relaxed, non-competitive, patient, easy-going.
- The dark triad:

- ○ Narcissism
- ○ Psychopath
- ○ Machiavellianism

We have also learned about the downsides of bright traits and the upsides of dark traits.

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3. Understand individual differences – Values

In this session, we learned what are values and why they are important. What my values are. In an organization how values come into the picture.

Hofstede's Six Value Dimensions of National Culture
- Power distance
  - ○ "Gap is high" - the difference between people in power and people not in power is high - power distance. And people accept the power distance.
  - ○ In India, we accept the fact that there is inequality of power distribution.
  - ○ In Denmark and Israel - people don't accept an unequal distribution of power.
  - ○ In an organization, the high power distribution exists if seniors are talking and juniors are listening. And juniors are not consulted before making a decision.
- Individualism vs Collectivism

● Individualism	● Collectivism
● E.g. UK ● Have their own opinion ● Focus on the right to privacy ● More task-oriented ● Give more importance to personal opinion	● E.g. Russia China ● Prefer to be in a group, belongingness to a group ● They use 'We' in their conversation, not 'I' ● More relationship-oriented ● Give more importance to group opinion

- Masculinity vs Femininity

○ Masculinity	○ Femininity
● Give importance to traditional masculine work roles - power, control, achievement. ● Acquiring more money ● E.g. Countries like South Africa, Hungary ● Men and women are not equal ● Male deal with facts and rational thinking ● Women deal with feeling	● Little difference between male and female roles ● Care and concern ● Sensitive and give importance to the quality of life and relationship ● More freedom ● E.g. Sweden, Denmark

- Uncertainty avoidance
    - Threatened by uncertainty or not
    - E.g. Singapore - They are comfortable with uncertainties
    - India, Italy, and Japan - fear uncertainties
- Long term vs short term orientation

○ Long Term	○ Short Term
Keep assets, always look for the future, maintain links with the past, and save for the future. E.g. China, Japan	Importance to present, accept changes readily E.g. US

- Indulgence vs Restraint

○ Indulgence	○ Restraint
It's ok to have fun and they are happy nations than restraint nations E.g. Mexico, Nigeria	Social norms govern the natural desire Limit to be happy E.g. India, China

Values guide our life and influence our choices. Value is all about evaluation.
Allport-Vernon-Lindzey values scale
- Theoretical - Truth
- Economic - Market value, usefulness
- Aesthetic - beauty
- Religious - sacred
- Social - love, respect
- Political - power

Barrett Value Assessment -
https://www.valuescentre.com/our-products/products-individuals/personal-Values-assessment-pva
From this test result, I found that I am a person for whom meaning is important. I have a strong set of moral standards which are important in how I treat others and how I wish to be treated.
· I seek to uncover more of your authentic self by looking to develop and grow. I am starting to overcome my anxieties and fears.
· Having close relationships and connections with others is important to me.

Employee Value Proposition
- What employees gain in return from working at your organization
- To retain a good employee

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4. **Understanding perceptions**

- Perception

We all have different perspectives and we make decisions based on how we perceive things. Our perceptions are influenced by past experiences, expectations, and character triads.

- Attribution Theory

Attributions decide whether an individual's behavior is caused by the person (internally) or by the environment (externally).

E.g. Latecomers - The Teacher can think that this student comes late in class; this is the part of his personality (internal). The other way of viewing the student is late so maybe he was stuck in traffic (external).

The teacher can check-

- *Consistency - Is he always late for the class. If High - Internal else external.*
- *Distinctiveness - Is he late in all classes or only in my class - if distinctiveness low - Internal else external.*
- *Consensus - Are all students coming from particular places late for class - if NO - Internal else external.*

- Attribution errors

Fundamental attribution error and self-serving bias are the attribution error.

E.g. Self-serving biases - when I get good grades I justify by saying I have studied hard. But the opposite happens. I may say that the syllabus was vast or the paper was tough.

In fundamental attribution error, people blame others for the things over which they have no control.

- Social Identity theory

I have many times tried to define myself with the groups I belong to and have an emotional attachment with the group. I remember the class task where we were asked to write 10 points about yourselves. I found that I wrote both points - individual identity and group identity. E.g. I belong to Bihar. This is where I am trying to identify myself with the group. I like to paint and play badminton. This is where I am identifying myself as an individual, who I am.

- Stereotyping

E.g. - We assume that all South Indian people like Idli and wear a lot of gold jewelry but actually that's not always true.

I have a small video on something similar. This is the video that we have made in 2017 in the first year for a competition in our college's cultural fest.

Video : https://drive.google.com/file/d/1OsCD0eG-ZKCyj2qVUtl2oGa2GlinLNvW/view

- Self-fulfilling prophecy

E.g.- Parents assume that younger ones are playful and not responsible. And they have expectations from the elder ones to behave properly. So their expectations are deciding my behavior.

- Other perceptual errors (Halo effect, Recency effect, False-consensus effect)

E.g. Japanese are workaholics- one triad forms a general perception - Halo effect.

Someone has a relationship of 10years and they had a small fight and they broke up - Recency effect - existing way doesn't sell.

The false-consensus effect is the blind assumption that we have.

- Mental models - *We carry a part of complete story5*
- Steps to break out of the mental model
    - Leaps of abstraction

- ○ Left-hand column
- ○ Balancing Inquiry and Advocacy
- ○ Espoused Theory vs Theory-in-use

We discussed the movie - 'Ek Ruka Hua Faisla' in the above context. How 11 people agreed on one decision and the 1 who had a different perspective from the others was able to convince others and helped them to overcome their own biases that they were having from their past experiences.

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5. Attitudes

Components of Attitudes.
- ○ Cognitive
  E.g. My mentor doesn't give any leave to me but she gives leave to my coworker whenever he applies for it. My mentor is unfair.
  Attitude - Beliefs based on information I have
- ○ Affection
  E.g. I hate my mentor. Attitude formed by associating a feeling-positive/negative.
- ○ Behavioral
  E.g. My attitudes are not because of the beliefs I have but it is based on past behavior and future intents.

How does information influence attitude?

3 processes
1. Classical Conditioning - Involuntary response
   There is an association of a stimulus to a response. *As in the video of the dog and bell we have seen. In the beginning, the dog salivates when it smells the food. But later he starts salivating just hearing the bell, not because of the smell of the food. He has learned to associate. Bell has become a conditioned stimulus. Salivated becomes a conditioned response.*

   E.g. Advertisements - Vodafone - when we see a pug we are relating it with that advertisement.

2. Operant Conditioning
   - ○ Positive Reinforcement
     The "skinner box" - On accidentally jumping on the lever rat, discovers that it will get a food pellet. Rat continues pressing the lever.
   - ○ Negative Reinforcement

     Remove unpleasant stimuli - there is a mild current in the box and the rat moves inside the move. When it hits the level the current goes off. Whenever there is current in the box the rat learned to always pressure it off.
   - ○ Punishment
     E.g. Punishing the employee for wrongful acts.
     If punishment is no longer present the behavior returns.
   - ○ Extinction
     E.g. Stop praising the employees who do a lot of politics in the organization.

3. Observational Learning - E.g. Learning from seniors

- Relationship between attitude and behavior

Attitude predicts behavior. Strong attitudes are stable.

- Theory of Planned Behaviour

Our behavior or action are influenced by three factors -
- Attitude toward the behavior
- Subjective norm
- Self-efficacy

- ELM - Elaboration Likelihood Model
- Cognitive Dissonance - known to others, done voluntarily, can't be undone
  E.g. We see people smoking. They smoke (behavior), they know that smoking causes cancer (cognition).

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6. Motivation in the workplace: Tools and Applications

We discussed the "carrot and stick" approach - is a metaphor for the use of a combination of reward and punishment to induce a desired behavior.

- Motivation theory typology (Content theories, Process theories)
  - Content Theories - "What motivates people?"
  - Process Theories - "How motivation occurs."

Various theories of Motivation

- Maslow's Need Hierarchy (Self-actualization, Esteem, Social, Safety, Physiological)

The movement, we satisfy one level of the hierarchy and we move to the next level. Once basic needs are fulfilled, we demand job safety, when we get that we need good relationships, then after getting that we want designation (self-esteem) or promotion, then self-actualization.

- Theory X and Theory Y

Douglas McGregor gives theory X and Theory Y. They described two different management viewpoints of the workforce and how it affects motivation.

Theory X - a set of assumptions of how to manage individuals motivated by higher-order needs. *E.g. Some students learn just for marks.*

Theory Y:- a set of assumptions about how to manage individuals motivated by lower-order needs. *E.g. They study for meaning not for marks and have self-motivation to develop.*

- Herzberg's Two-factor Theory - that decides the satisfaction or dissatisfaction level of employees in an organization.
  - Hygiene Factor
  - Motivation

- McClelland's Theory of Needs
  - Need for achievement

- ○ Need for affiliation
- ○ Need for power

- Lawrence & Nohria Four Drive Theory
    - ○ Drive to Acquire
    - ○ Drive to Bond
    - ○ Drive to Comprehend
    - ○ Drive to Defend

- Expectancy Theory of Motivation

All of us have a certain level of expectancy that certain efforts will lead to certain outcomes. If that outcome doesn't come the person is demotivated.

- Reinforcement Theory

People generally change their behavior when they come to know certain behaviors have certain consequences. Conditions are behavior.

- Goal-Setting Theory

E.g. In long-term projects. We can motivate people by setting short and specific goals. A sense of progress and achievement will motivate them. Goals should be specific, measurable, achievable, relevant, time-framed, exciting, and reviewed.

- Self-efficacy theory

Is the feeling, belief that I can perform a task.
Organizations can motivate by trusting them and saying yes you can do it, by training them.

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7. Employee engagement

- Organizational Justice (Distributive, Procedural, Interactional)
- Self Determination Theory
- Employee Engagement (Trait, State, Behavioral)
- Aon Hewitt's Model of Employee Engagement (Say Stay Strive).
- A Diagnostic framework for employee engagement.

This year in October I got selected for a summer internship at a firm that is one of the best places to work. My first experience of work-life would start from next year but they have taken good initiatives and they are involving us, the newly selected interns, and new full-time employees in various activities. They organize brief meetings duration last Friday of the month and call it Fun Friday. Games and quizzes are conducted and they even give us a chance to host the meeting. It's a fun time for all of us. I like the fact that they are not doing this during the working tenure but they are putting efforts to involve us and feel friendly in their firm much before the actual tenure.

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8. Psychological Contract

- Power of positive emotions
  In a study, it was found that the people who had a soothing smile (smile from heart) in the photograph (taken for the study) lived a good life.

People who have love, happiness, and positive emotions lived longer.

- Factors determine your happiness/wellbeing? (Genetic/dispositional, Result of life's circumstances, Intentional activity)
  - *50% Genetic- My happiness is determined by my parents*
  - *10% Result of life's circumstances - Happiness through materialist goods such as buying a car or a home.*
  - *40% Intentional Activities - My activities will make me happy*

- Three types of a happy life (Pleasant life, Good life, Meaningful life)
  - Pleasant life - positive emotion, diminishing marginal utility, very easily influenced.
  - Good life - people who enjoy the flow, engage.
  - Meaningful life - by making others happy, doing some social service.

- Theory of happiness: PERMA model (Positive emotions, Engagement, Relationships, Meaning, Achievement)

- Psychological contract

- Trust (Competence-based , Contractual-based, Communication-based)

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9. The individual and the group – Inclusion

- Inclusion and Diversity

Inclusion is the degree to which an employee perceives that he or she is an esteemed member of the workgroup.

- Types of exclusion (Age, culture, education, gender, race, etc)
- Inclusion framework (Exclusion, Assimilation, Differentiation Inclusion)
- The Temporal Need - Thread Model of Ostracism
- Biochemical underpinnings of human behavior
  - Endorphin: the pain-masking chemical
  - Dopamine: the goal achieving chemical
  - Serotonin: the leadership chemical
  - Oxytocin: the chemical of love

Diversity and inclusion in an organization will ensure that everyone gets an equal opportunity to the resources. This keeps the employee motivated and ensures higher employee retention.

Our college has students coming from different states of India. We all live together in the hostel and though there is a lot of exclusion based on the culture and age (senior-junior) still we celebrate festivals together, during exams we help each other in study and we have a lot of fun in hostels, we celebrate birthdays together.

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10. The individual and the group – Identity

- Individualism vs Collectivism

- Social Identity theory

Our membership in a group changes our concept of self. Importance of Social Identity.

Social Identity formation = Categorization + Identification

Stories:-

- The Ordinary Heroes of the Taj [Positive example]

On November 26, 2008, Harish Manwani, chairman, and Nitin Paranjpe, CEO, of Hindustan Unilever hosted a dinner at the Taj Hotel, Mumbai. When terrorists attacked the hotel a young lady (hotel staff) came to the hall and asked the people to lie down. She closed all the doors and lights. All the employees formed human protection around the guest. Later during the evacuation guests were the first to step out.

'I' was forgotten by all the Taj employees because of the Values-Driven Recruitment System and training programs. They recruit people from humble backgrounds.

- Research on Indian Call center workers [Ambivalent example]

Companies prevented call centers from forming unions by creating a *professional identity*. Professionals are the one who sits with management. Being professional they were asked to serve the customer withstanding all the pressure and strain. Professional identity prevented them from joining the union.

- The Stanford Prison Experiment [Negative example]

The Stanford Prison Experiment showed that when the guards were placed in a position of power, they began to behave in ways they would not usually act in their everyday lives or other situations. The prisoners, placed in a situation where they had no real control, became passive and depressed.

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11. Group formation and development

Harvard University conducted research on the lives of 270 people for over 75 years and has now shown the results of the research. The research shows that people who have healthy relationships and live in good communities live a healthy, happier, and prosperous life as to those who live lonely. More happy are the employees, more productive they would be and groups provide them this opportunity.
- *Some great advantages of working in a healthy group are*
  - *Peer to Peer learning*
  - *Support in tough times*
  - *Getting a good network*
  - *Finding friends even if you are an introvert.*

- Factors predicting group formation
  - Gender, Social Motivation, Experience, Social anxiety & shyness, Attachment style

- Attitudes, Experiences, Expectations

- Schacter's studies of affiliation
  We prefer to have friends who are worse than us.
    - Misery loves company
    - Misery loves miserable company
    - Embarrassed misery avoids company

- What processes generate bonds of attraction
    - Proximity, Elaboration, Similarity, Complementarity, Reciprocity, Minimax

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12. Group structure

The structure is the linking mechanism that helps groups to achieve their outcomes. The structure is arrangements of individuals and the interdependencies that we have in a group. Fixed pattern of interaction within a group.

In this session, we learned about Andes Plane Crash
They survived because they were a group of Rugby players. The sole reason for their survival was their identity. With the debris, they were able to save themselves. They formed norms such as if one dies then others can eat for their survival.

- Sherif's autokinetic effect studies
Is about a small source of light in a dark room. If we stare at that source of light it appears to be moving. This effect helps in learning conformity about groups.
In this experiment when people were asked to tell how much the point moved they all said different values but after a number of trials they converged and agreed on the same value, conformity happened.

- Features of Social Network Analysis
    - Way in which people interact.
    - Centrality- number of connections within a group
    - Size of network - number of people in a group
    - Density - total no. relationship to total possible relations.
    - Cliques - small subgroups
    - Holes
- Status
- What gives status?
    - Generosity & helping
    - speaking clearly & loudly
    - pride, anger
    - Extraversion
    - emotional stability
    - physical attractiveness
- Effect of low status - Greenberg study
    - negative emotions, poor health & well being, perception of low competence, poor performance

- Pluralistic Ignorance - Norm of self-interest

E.g. Murder case - A lady was murdered by a man in the street in the morning and 37 people saw this but no buddy responded. Social norm - nobody helped. Privately people may reject this norm but they assume and believe the social norm.

E.g. Of the drinking patterns in youngsters, students personally reject the norm of high drinking habits but they accept it as a social norm.

- Bystander effect
  Why does the bystander effect happen - diffusion of responsibility, fear of being judged by others, and pluralistic ignorance.
  When the bystander effect decreases - helping increases.

One evening, my friend and I went to the market, and there we saw a man lying on the road unconscious and his head bleeding. The market was full of people but they chose to ignore it. I was uncertain at first how to react, maybe because of social norms and pluralistic ignorance, but when my friend looked me in my eyes, I nodded. We did the first aid, called the police, and arranged an auto for him to the hospital.

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13. Group cohesion and development

- Cohesion - Attraction, unity, teamwork

- Components of Cohesion and Sources of Cohesion
  - Social cohesion - *Eg. In my college, there is a group of all South Indian students who play together and party together.*
  - Task cohesion - *Eg. When we organize an event in our cultural fest we need to coordinate with a lot of strangers, junior and senior, but still there is cohesion in the team because of the task excitement and shared goal.*
  - Collective cohesion - *Eg. In drama groups, we forget our individual identity, we call ourselves actors.*
  - Emotional cohesion - *Eg. We are at home now, whenever a group call rings on the phone my happiness just gets multiplied.*
  - Structural cohesion - *We feel cohesion when goals and responsibilities are more clear.*

- Models of Cohesion - How does cohesion develop over time?
  i. Tuckman's model - *Group task starts with orientation then we may have conflicts, then structured development happens, then we perform and the group dissolves once the task is completed.*
  ii. Bales equilibrium model - *E.g. Tradeoff between norming and performing stages. In a group we always try to do the task in the best way along with maintaining a good relationship with others.*
  iii. Punctuated equilibrium model - *Eg. When we are given a task with a deadline we wait for the deadline to come closer as the deadline comes our performances outburst.*

- Positive and Negative consequences of cohesion

Too much sense of belongingness can have a negative impact on performance. *E.g. In a group party if someone outside the group joins the party we may feel irritated this is because of too much cohesion.*

- Hazing - To create social dependency, like a screen test, effort to make the person strong. - Ragging leads to cohesion.

Stockholm Syndrome - a psychological condition where a hostage attaches positively with the kidnapper. *E.g. In the movie 'Highway' the two strangers fall in love.*

- Preference of Cohesion in workplace (Pooled < Sequential < Reciprocal < Intensive)

- Steiner's theory of Process and Productivity - productivity loss happens due to coordination issues and lack of motivation. - Ringelmann effect

- Kohler Effect (also called the Anti-Ringelmann effect) - Individual performance in a group increases.

- Social Facilitation - My performance will increase in the presence of others but not when I am learning.

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14. Social Influence

How to influence peer members in a group?

6 Principles of Influence:-

1. Rule of Reciprocity - *payback for the favors you receive -an act of influencing*
Strategies -
   - That's-not-all technique - *Eg. discount ads - When we see such ads we feel we are getting something for free.*
   - Door-in-the-face technique - *Eg. Children start with big requests asking for going out but if parents don't want that they will say no and the children then come up with small requests such as just order pizza for me. Since the children are sacrificing what they want which makes the parents obliged to do something for them.*

2. Commitment and Consistency - People have a desire to look consistent through their words, beliefs, attitudes, and deeds.
   Eg. Restaurant No show study - people book the table but they don't turn up. so, the restaurant owner started asking the customers at the time of booking - 'Will you call me to cancel your booking?' - This reduced the no show percentage. - Influence by commitment - society value.
Strategies -
   - Foot-in-the-door technique - Starts with small requests and when the person agrees you start requesting bigger things.
   - Low-ball technique - Pitching an attractive offer and then increasing the price. *Eg. Many car ads or housing ads present EMI amounts in their ads which look so small and when you get into the details you come to know a much bigger amount than what you actually have thought.*

3. Liking - People prefer to say yes to individuals they know and like.

Strategies -
- Integration
- Personal Appeal
- Similarity
- Physical Attractiveness
- Increased familiarity through repeated contacts
- Association with something familiar

4. Social Validation/Social Proofing - we tend to compare with others.
- Pique technique - You ask for an unusual response from the target market. E.g. "Thali Bajao Corona Bhagao"
- Rewards and Recognition

5. Authority
We listen to authority figures. Symbols of authority - (titles, clothes, automobiles)

6. Scarcity - Eg. Limited time offer Ad.
- Play hard to get
- Deadline
- Scarcity+Exclusivity

Organization brings compliance through these 6 techniques. Rewards and Recognition is also a way of social influencing. Organization rewards the best performers and motivates others that yes you all can also do it.

Persuasion (Persuade by Context) - to influence the target people.
- *Eg: Research on 2 furniture shops. Both shops had the same types of furniture but different wallpapers. One shop had blue in color with fluffy flowers wallpaper and the other shop had pennies printed wallpaper. Comfy furniture was sold more in the 1st shop with a fluffy flower wallpaper shop. While in the other shop value for money furniture were sold more.*

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15. Group decision making

Minority and majority have different ways of influencing. The majority try to compare while the minority try to take rational ways to convenience other members.

- Majority vs Minority influences
  - (Based on) Dependence vs Behavioural styles
  - (Influence through) Comparison vs Conversion
  - (Level of conflict) Response vs Stimulus
  - (Time/Venue of influence) Public vs Private
  - (Decision making) Early vs Late

- Models of Minority Influences
  - Hollander's approach: Idiosyncrasies - conform initially and then show competence

- ○ Moscovici's approach: Behavioural style - consistent, confident, and nonconformance.

- ● Seven Biases
  - ○ Framing Bias
  - ○ Confirmation trap
  - ○ Availability of Heuristics
  - ○ Anchoring effect
  - ○ Overconfidence Bias
  - ○ Representative Heuristics
  - ○ Escalation of Commitment
- ● How to keep biases in check? (Point-counterpoint technique, Intellectual Watchdog)

Decision making is not as easy as it sounds especially when a group is involved.
It sometimes becomes dirty especially at the time of taking responsibility for the repercussions and taking credits if the team members are immature.
There are times when people make small groups within a group to ensure their decision is implemented and this may weaken their personal relationships.
However, Decision making in groups could turn out to be fruitful if some things are taken care of such as
- ○ *Healthy Discussions*
- ○ *Equal importance to each opinion*
- ○ *No bullying or demotivating*
- ○ *Groups within groups are demotivated*
- ○ *Ego is kept aside while making decisions.*