Human Behavior Management
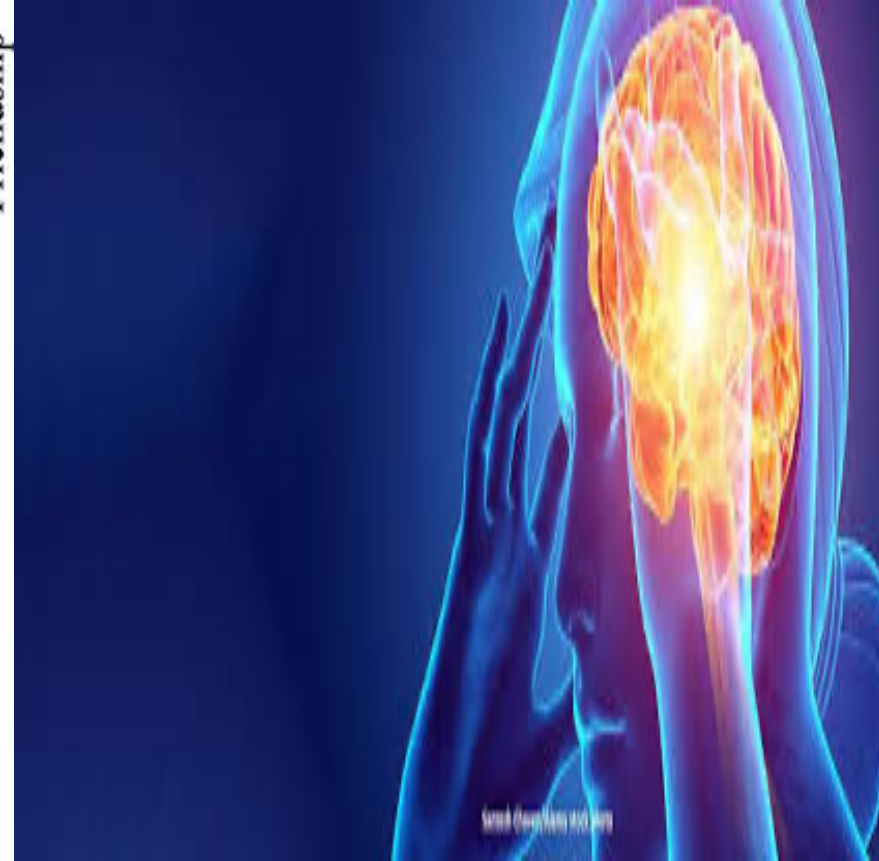
Course Instructor: Dr. Nandini Banerjee
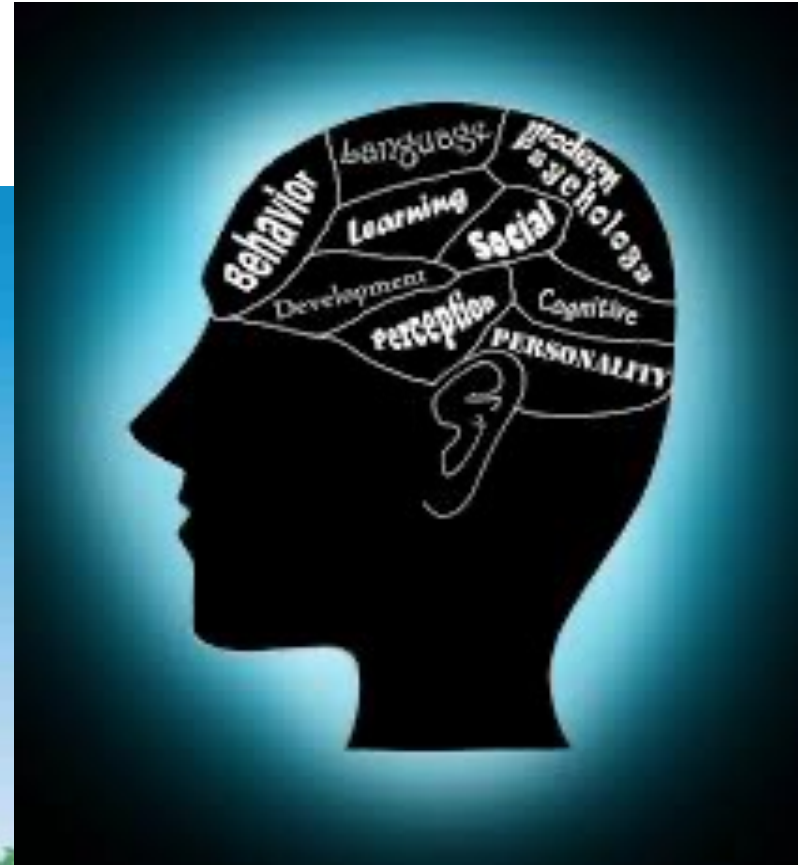
Understanding Human Behavior

- **Course Title:** **Human Behavior Management**

  Course Code: HM 333

  Target Audience: Students of 7th Semester of B.Tech program and MSC IT data sc.

  Course Structure: 3 – 0 – 0 – 3

Course Contents:

- 1. **Life skill Development : SWOT analysis, Goal setting, Self esteem and self confidence, Emotional Intelligence.**

- 2. **Psychology of Human Behavior, Freudian Theory, States of consciousness, Personality Traits, Social Psychology**

- 3. **Cognitive Psychology , Leadership, Self Awareness and Self Discovery.**

- 4. **Developing Communication skills, Transactional Analysis, Public speaking, Presentation skills.**

- 5. **Behavioral psychology, Group Dynamics, Attitude, Problem Solving and Decision making.**

Grading Policy:

- The course will have activities, case studies, and regular examinations.
- Hence it would have the following evaluation components with their corresponding weightages

S. No.	Evaluation Component	Weightage
1.	In-semester Examinations 1 and 2	40 %
2.	Classroom Activities ,Role plays, Case Studies, Discussions/GD, Assignments and Presentations (need to interact in class), class attendance.	15 %
3.	End-semester Examination	30 %
4.	Overall Impression (Participation in Course)	5 %
5.	Project	10 %

Teaching Methodology

Lectures

❖ Case studies

❖Interactive studies/ Discussions

❖Article Reviews and Book Reading

❖Role plays

❖Games and Activities

❖Presentations

- Books:

1. Gary Dessler, Human Resource Management, 13th Edition, Pearson Education, 2015.

2. Courtland L Bovee, John V. Thill, and Barbara E. Schatzma, Business Communication Today, 7th Edition, Pearson, 2003.

Stacey Magner, Modern Business Etiquette for Young and Fabulous Professionals, Spencer Crane, 2018.

4. Eric Berne, Games People Play, New York, Penguin Group, 2010

5. Thomas A. Harris, I'm OK – You're OK, New York, Harper, 1967

I/O Psychology

It is related to individuals, group of people working together in teams.

Behavioural science	Contribution	Unit of analysis	Output

Psychology →

Learning
Motivation
Perception
Training
Leadership effectiveness
Job satisfaction
Individual decision making
Performance appraisal
Attitude measurement
Employee selection
Work design
Work stress

Sociology →

Group dynamics
Work teams
Communication
Power
Conflict
Intergroup behaviour

Formal organization theory
Organizational technology
Organizational change
Organizational culture

Social psychology →

Behavioural change
Attitude change
Communication
Group processes
Group decision making

Anthropology →

Comparative values
Comparative attitudes
Cross-cultural analysis

Organizational culture
Organizational environment

Political science →

Conflict
Intraorganizational politics
Power

Individual

Group

Organization system

Study of Organizational Behaviour

Visible Aspects

Strategies
Objectives
Policies and procedures
Structure
Technology
Formal authority
Chains of command

Hidden Aspects

Attitudes
Perceptions
Group norms
Informal interactions
Interpersonal and
intergroup conflicts

- **Behavioral psychology, or behaviorism, is a theory suggesting that environment shapes human behavior.** In a most basic sense, behavioral psychology is the study and analysis of observable behavior.

- **Human behavior refers to the way humans act and interact. It is based on and influenced by several factors, such as genetic make-up, culture and individual values and attitudes**.

- Behavior is how someone acts. It is what a person does to make something happen, to make something change or to keep things the same. Behavior is a response to things that are happening:

- internally - thoughts and feelings.

- externally - the environment, including other people.

- Behavior serves a purpose and has a reason, including:

- communication - through use of body language, facial expressions, gestures and silence

- function - to help meet a need, attract attention, gain an internal or sensory sensation, access an item or activity, or get away from something.

- The key to understanding behavior is to understand why it is occurring, what is being communicated or what is needed.

Classifications of Human Behavior

- 1. Molecular and Moral Behavior

- **Molecular Behavior**: It is an unexpected behavior that occurs without thinking. One example is suddenly closing eyes when something is about to this the eyes.

- **Moral Behavior**: Unlike molecular behavior, this type of behavior occurs after thinking. For example, a person changes the way when she or he sees a harmful thing.

- 2. Overt & Covert Behavior

- **Overt Behavior**: It is a visible type of behavior that can occur outside of human beings. Eating food, riding on a bicycle, and playing football are some examples.

- **Covert Behavior**: Unlike overt behavior, this type of behavior is not visible. Thinking is a good example of covert behavior because no one can see us thinking.

- 3. Voluntary and Involuntary Behavior

- **Voluntary Behavior**: It is a type of behavior that depends on human want. We can characterize walking, speaking, and writing as voluntary behaviors.

- **Involuntary Behavior**: Unlike voluntary behavior, this type occurs naturally and without thinking. Breathing air is a perfect example of involuntary behavior.
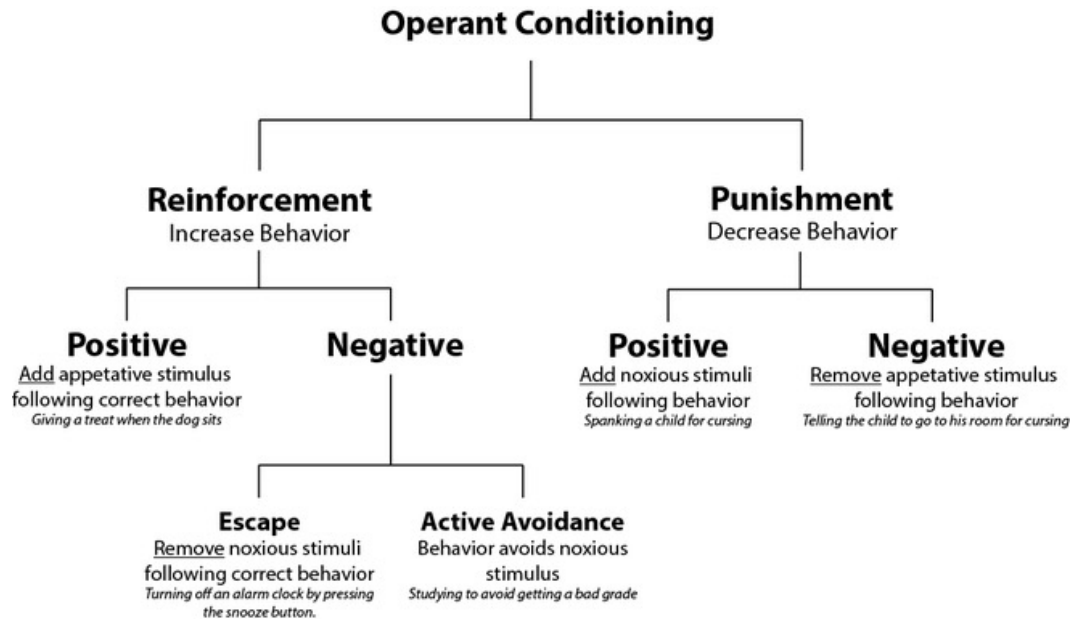
Techniques from Behavioral Psychology

- **Systematic desensitization** is used for clients who have a specific phobia, which is characterized by marked fear or anxiety about an object or situation, like an animal or airplanes. Therapy involves applying relaxation or coping techniques as people are gradually exposed to the object or situation.

- **Exposure and response prevention** is a strategy that involves exposure to fearful situations, and then not engaging in unhelpful coping strategies. This therapeutic technique is used for obsessive-compulsive disorder (OCD) and other types of anxiety disorders.

- **Token economy** reinforces target behavior by giving children and adults symbols or tokens that can be exchanged for something else. It can be used for people with a wide range of mental health issues, as well as in educational settings.

- **Modeling** involves clients learning behavior by imitation alone. It's used in developmental psychology and can be incorporated into clinical use.

- **Applied behavior analysis** emerged in the 1960s as a way to modify behavior. It is commonly used for children with an autism spectrum disorder, and is also relevant to fields like education, industrial safety, and criminal behavior.

- **Contingency management** involves individuals receiving vouchers for retail goods and services, or the opportunity to win prizes. Often used for patients with substance abuse or related disorders, it typically takes the form of monetary-based reinforces for drug-negative tests, according to *The Psychiatrist*.

Behavioral Psychology

- The study of Psychology that focusses on learned behaviours. This school of Psychology was prominent in the early twentieth century, and still is used to explain how certain behaviours are learned and reinforced. Mental health professionals will use behavioural techniques such as cognitive bahvoural therapy to help clients in a variety of ways including but not limited to:
- Anxiety disorders
- Mood disorders
- Insomnia
- Severe mental disorders
- Problems in children and adolescents

- **Behaviorism** *focuses on observable behavior as a means to studying the human psyche.*

- The main influences of behaviorist psychology were Ivan Pavlov (1849-1936), who investigated classical conditioning though often disagreeing with behaviorism or behaviorists

- Ivan Pavlov, is known for his work on one important type of learning, **classical conditioning**. *As we learn, we alter the way we perceive our environment, the way we interpret the incoming stimuli, and therefore the way we interact, or behave*.

Operant Conditioning

Reinforcement
Increase Behavior

Positive
Add appetative stimulus
following correct behavior
Giving a treat when the dog sits

Negative

Escape
Remove noxious stimuli
following correct behavior
Turning off an alarm clock by pressing the snooze button.

Active Avoidance
Behavior avoids noxious stimulus
Studying to avoid getting a bad grade

Punishment
Decrease Behavior

Positive
Add noxious stimuli
following behavior
Spanking a child for cursing

Negative
Remove appetative stimulus
following behavior
Telling the child to go to his room for cursing

Postive presence of a stimulus

Negative absense of a stimulus

Reinforcement increases behavior

Punishment decreases behavior

Escape removes a stimulus

Avoidance prevents a stimulus

- **Reinforcement** means to strengthen, and is used in psychology to *refer to any stimulus which strengthens or increases the probability of a specific response*. For example, if you want your dog to sit on command, you may give him a treat every time he sits for you. The dog will eventually come to understand that sitting when told to will result in a treat. This treat is reinforcing the behavior because the dog likes it and will result in him sitting when instructed to do so. There are four types of reinforcement: positive, negative, punishment, and extinction.

- **Positive reinforcement** involves *adding something in order to increase a response*. For example, adding a treat will increase the response of sitting; adding praise will increase the chances of your child cleaning his or her room. The most common types of positive reinforcement are praise and reward, and most of us have experienced this as both the giver and receiver.

- **Negative reinforcement** involves *taking something negative away in order to increase a response*. Imagine a teenager who is nagged by his parents to take out the garbage week after week. After complaining to his friends about the nagging, he finally one day performs the task and, to his amazement, the nagging stops. The elimination of this negative stimulus is reinforcing and will likely increase the chances that he will take out the garbage next week.

- **Punishment** refers to *adding something aversive in order to decrease a behavior*. The most common example of this is disciplining (e.g., spanking) a child for misbehaving. The child begins to associate being punished with the negative behavior. The child does not like the punishment and, therefore, to avoid it, he or she will stop behaving in that manner.

- **Extinction** involves *removing something in order to decrease a behavior.* By having something taken away, a response is decreased.

Skinner box

Loudspeaker

Lights

Response lever

Food dispenser

Electrified grid
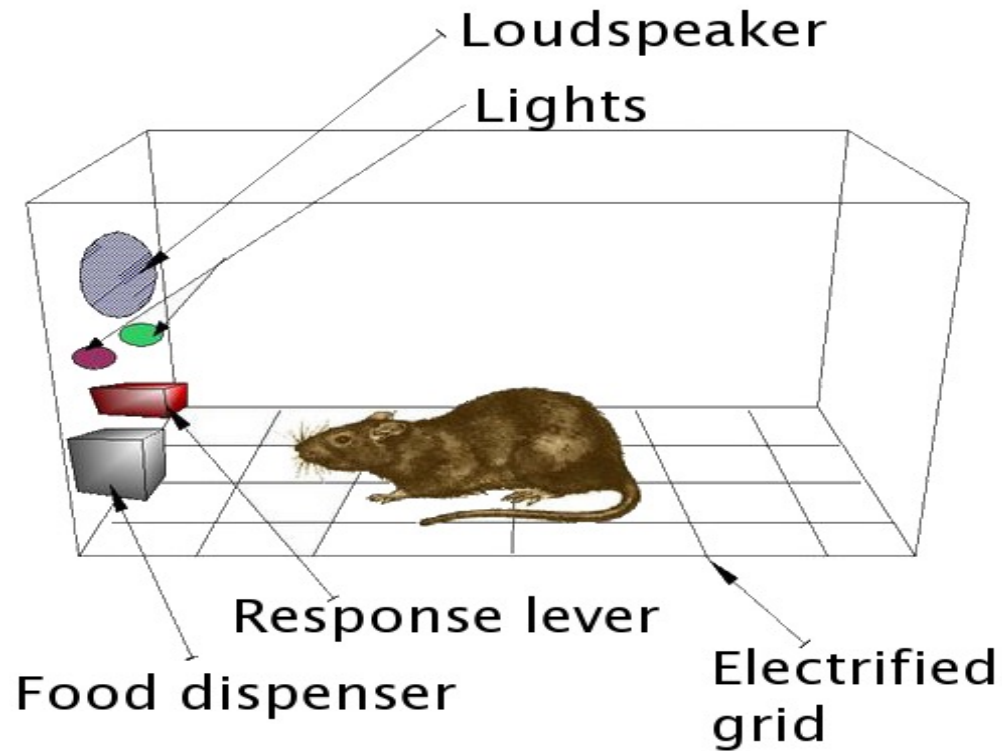
Cognitive Psychology

- The idea behind Cognitive Psychology is that determining how we behave is governed by studying thought processes. Such as what was the thought process that caused a specific behaviour or decision? Cognitive Psychology takes into account processes such as memory, thinking, problem solving, language and decision making. As a whole, Cogntive Psychology will take into account a person's beliefs, desires, ideas, knowledge, and motivations.

Humanistic Psychology

- A study of Psychology from the 1950's that focused on how motivations had an effect on thought and behavior.

- Humanists has a holistic approach to human existence through investigations of meaning, values, freedom, tragedy, personal responsibility, human potential, spirituality, and self-actualization (generically described as the motive to realize one full potential). The reason the Humanistic approach to Psychology was developed was because it seemed that other approaches at the time (1950s) focused on disturbed behaviors, whereas the humanistic approach would focus on healthy individuals to try and determine how they define themselves while maximizing their full potentials. The way this was measured was through Abraham Maslow's Hierarchy of Needs.

Abraham Maslow's Hierarchy of Needs.

Cross Cultural Psychology

This is the study of how human behavior can vary in different cultures. This can give psychological researchers a better understanding of behaviors that may be cause by either inherit, environmental or genetic factors. For example: by looking at universal behaviors versus unique behaviors it may be possible to identify how cultures impact behavior, family life, education, social experiences and other psychological areas.

Psychodynamic Psychology

- Psychodynamic Psychology focusses on the unconscious mind, early childhood experiences, and interpersonal relationships. This school of Psychology has its roots tied to its founder psychologist Sigmund Freud, and currently is an evolving multi-disciplinary field analyzing and studying human through processes, response patterns, and influences.

Human Relations Theory

- In these experiments, it evaluated the attitudes and psychological reactions of workers in on-the-job situations. It began by examining the impact of illumination levels on worker productivity. Eventually, the study was extended through the early 1930s and addressed a broader range of workplace conditions.

- The findings were as follows:

- Group dynamics (Social Factors) are important determinants of job performance and output.

- Groups have their own norms and beliefs, independent of the individual members.

- Individuals are not solely motivated by compensation. Perceived meaning and importance of ones work are the primary determinants of output.

- Employees prefer a cooperative attitude from superiors, rather than command and control.

- Communication between management and employees is essential to understand employee issues.

- Workplace culture sets production standards - despite standards set by managers.

Human Relation Theory Focuses on

- Focuses on people
- The organization environment
- Human relations are important in motivating people
- Motivation depends on team work
- Team must fulfill individual and organizational objectives
- Individuals and organization desire efficiency by achieving maximum results with minimum inputs.

Classical management principle

Professor Mary Parker Follet

- Workers must participate in the decision-making process through defined communication channels.
- Employees prefer to be integrated into the decision-making process rather than subject to the command and control of managers.
- Working in groups is generally more productive than working individually.
- Authority and order in an organization should be de-personalized. The facts of a situation determine the basis of authority and responsibility.
- Managers must integrate employee input in the resolution of conflicts that provide a benefit to all interested parties.
- Integration between departments or groups within the organization is preferable.

Techniques from Behavioral Psychology

- **Systematic desensitization** is used for clients who have a specific phobia, which is characterized by marked fear or anxiety about an object or situation, like an animal or airplanes. Therapy involves applying relaxation or coping techniques as people are gradually exposed to the object or situation.

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- **Token economy** reinforces target behavior by giving children and adults symbols or tokens that can be exchanged for something else. It can be used for people with a wide range of mental health issues, as well as in educational settings.

- **Modeling** involves clients learning behavior by imitation alone. It's used in developmental psychology and can be incorporated into clinical use.

- Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life.

- It is about how you feel about yourself, your emotional balance, your physical health and your independence.

- Life skills are defined as "a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner.

Importance of Life Skill

- Find new ways of thinking and problem solving.
- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others.
- Build confidence both in spoken skills and for group collaboration and cooperation.

Self-awareness Skills

Self-awareness — knowing and living with oneself: This theme covers topics that foster the student's relationship and under- standing of themselves including their thoughts, feelings and behaviors.

- 1. Stress management
- 2. Emotional regulation
- 3. Positive thinking
- 4. Self-esteem

Interpersonal Skills

- Interpersonal Skills — knowing and living with others: The lessons in this theme explore how to establish healthy, respectful relation-ships; lessons highlight the use of non-violent communication, assertiveness and dispute resolution.

- 5. Empathy
- 6. Listening skills
- 7. Interpersonal effectiveness
- 8. Handling disputes
- 9. Managing relation- ships
- 10. Confident communication

Thinking Skills

- Thinking Skills — making effective decisions: The skills taught in this theme include concrete ways of thinking and executing tasks so that youth will make effective decisions, set relevant goals, and be informed consumers of information.

- 11. Goal setting
- 12. Decision making
- 13. Problem solving
- 14. Critical and creative thinking
- 15. Executive function skills
- 16. Resilience (bouncing back from adversity)

Self awareness and self discovery

Self-discovery and awareness means understanding one's thoughts, feelings, values and background and how they impact the success of the interaction and relationship, or how they may influence one's work

- If you want to be
- Happy
- Persuasive/ Influential
- Good decision Maker
- Have Leadership Qualifies.

Then should know your inner strengths.

"Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards. If you're highly self-aware, you can objectively evaluate yourself, manage your emotions, align your behavior with your values, and understand correctly how others perceive you."

Public self-awareness:

- Body language
- Communication
- Behave and accept social norms
- Appearance

Private self-awareness:

- For example, you may notice yourself tensing up as you are preparing for an important meeting. Noticing the physical sensations and correctly attributing them to your anxiety about the meeting would be an example of private self-awareness.

- When self-awareness tips into self-consciousness, we are reluctant to share certain aspects of ourselves. We develop a persona that lacks authenticity

Benefits of self-awareness

- It gives us the power to influence outcomes
- It helps us to become better decision-makers It gives us more self-confidence — so, as a result, we communicate with clarity and intention
- It allows us to understand things from multiple perspectives
- It frees us from our assumptions and biases
- It helps us build better relationships
- It gives us a greater ability to regulate our emotions
- It decreases stress
- It makes us happier

Dealing with Self awareness

- The danger of the "why" question is that it sends us down the rabbit hole of our negative thoughts.

- We focus on our weaknesses and insecurities.

- Consider Amy, a new junior executive who has difficulty speaking up at meetings. She may explain her experience to herself by thinking, "I don't speak up at meetings because I fall too low in the corporate food chain. No one's going to listen to me."

- Asking the "what question" puts us into the objective and open space of considering all the factors influencing a particular outcome. For example, instead of "Why don't I speak up at meetings?" we could ask:

- "What were the interpersonal dynamics in the room?"

- "What was I experiencing in my body at the time?"

- "What happened that caused me to go into my old story of not being good enough?"

- "What can I do to overcome my fear of speaking up?"

Behavior and Human Behavior

- Behavior refers to the actions or reactions of an object or organism, usually in relation to the environment.

- Behavior can be conscious or unconscious, overt or covert, and voluntary or involuntary.

- Human Behavior: Is the collection of activities performed by human beings and influenced by culture, attitudes, emotions, values, ethics, authority, persuasion.

- **Human behavior** is the potential and expressed capacity (mentally, physically, and socially) of **human** individuals or groups to respond to internal and external stimuli throughout their life.

Freud's Three Levels of Mind

The Conscious Mind

The Preconscious Mind

The Unconscious Mind

verywell
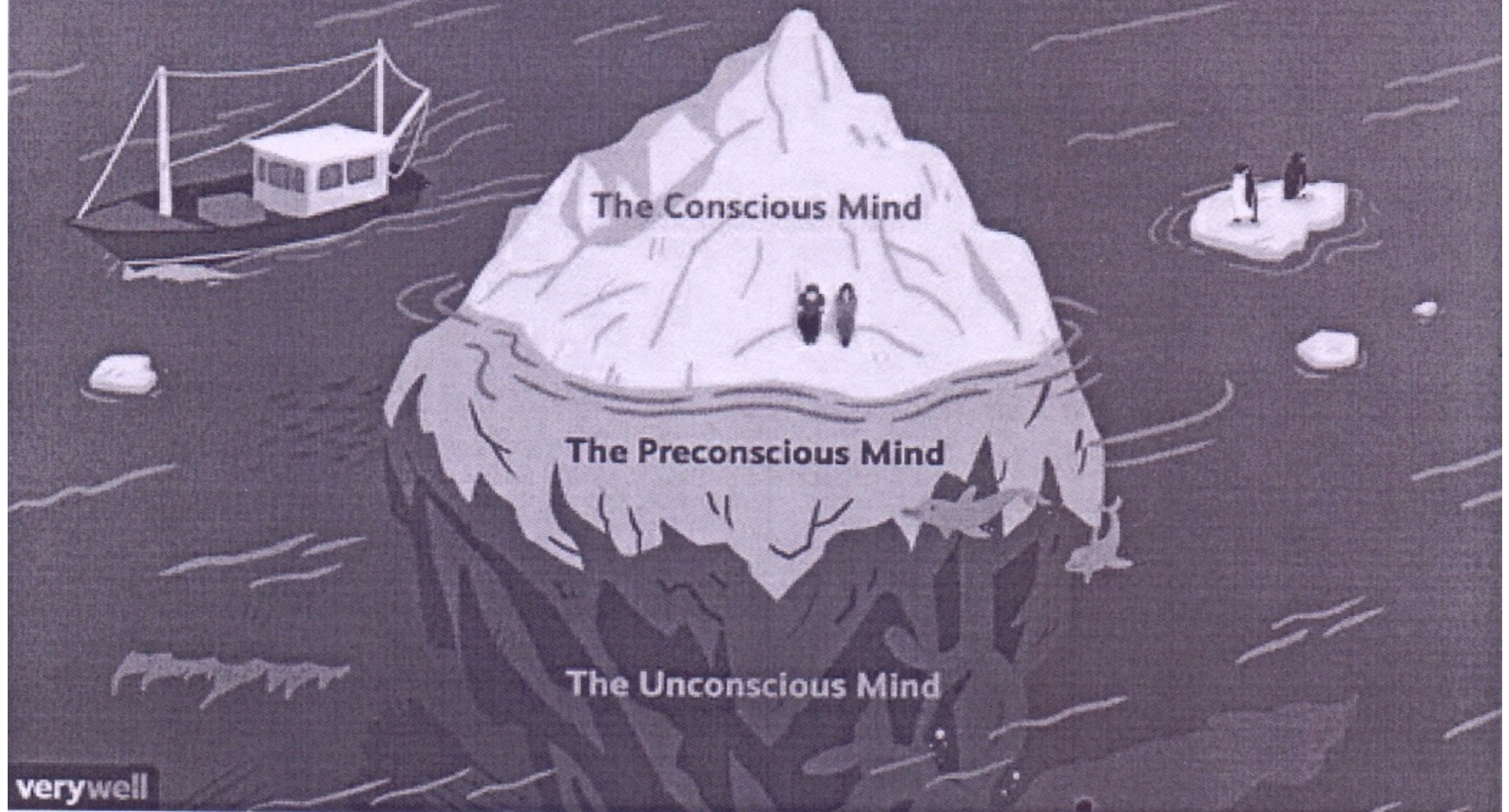
Basic personality types

- **Optimistic,**
- **pessimistic,**
- **Introvert and Extrovert,**
- **Trusting and envious**
- **Examples of Human Behavior Skills Responses Acceptance Rejection, resistance to change**
- **Ignorance of Life, Dreaming, Sleeping, Communications**
- **Human time-scale - Desire, Hunger, Thirst**

Factors affecting Human Behavior

- Attitudes: the degree to which the person has favorable or unfavorable evaluation of the behavior in the question.

- Social Norms – This is the influence of social pressure that is perceived by the individual (normative beliefs) to perform or not perform a certain behavior.

- Perceived Behavioral Control – This is defined as the individual's belief concerning how easy or difficult performing the behavior will be.

A Shift in Theories

Long before theorists started writing about employee satisfaction and good working conditions, management considered leadership, with its sole interest in high production and efficiency, to be the most important to an organization's success.

Later, it was concern for worker satisfaction and good working conditions that formed the foundation for behavioral management theory.

- **Behavioral management theory** relies on the notion that managers will better understand the human aspect to workers and treat employees as important assets to achieve goals. People are the assets in organization.

- Management taking a special interest in workers makes them feel like part of a special group.

Key Developments in OB History

The Hawthorne Studies at Western Electric

- Originally intended as a study of the effects of environmental changes on productivity.
- *The Hawthorne Effect*— the tendency of people to behave differently (perform better) when they receive attention.
    - Key Findings
        1. Economic incentives are less important than generally believed.
        2. Dealing with human problems is complicated and challenging.
        3. Leadership practices and work-group pressures strongly influence productivity, satisfaction, and performance.
        4. Personal problems influence worker productivity.
        5. Effective communication is important for success.

Levels of Analysis

- Individual Level
- Group Level
- Organisational Level
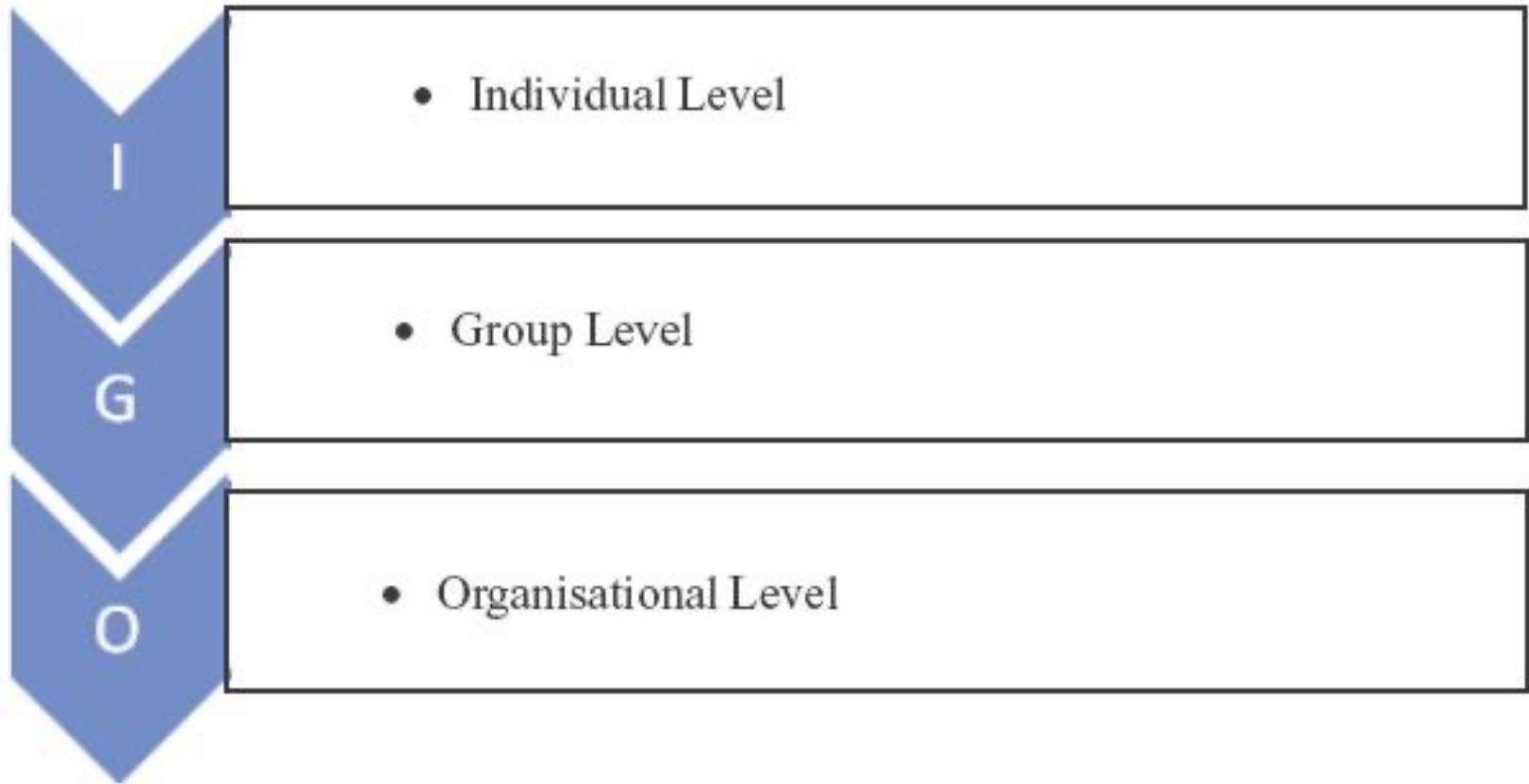
Levels of Analysis

- Level 1. Individual: Where the focus is on processes/phenomenon such as attitude, belief, intelligence and motivation that influence how people behave as individuals.

- Level 2. Group: This is concerned with social and interpersonal aspects, such as group dynamics and leadership.

- Level 3. Organization: It is concerned with the behavior of organization as a whole e.g. culture, structure and processes.

- Most organizations employ a total person approach. This approach recognizes that an organization does not just employ someone with skills, but rather, the whole person. This person comes with biases, personal challenges, human relations skills, and technical skills but also comes with experiences. By looking at a person from this perspective, an organization can begin to understand that what happens to an employee outside of work can affect his or her job performance. For example, assume Kathy is doing a great job at work but suddenly starts to arrive late, leave early, and take longer lunches. Upon further examination, we might find that Kathy is having childcare issues because of her divorce. Because of a total person approach perspective, her organization might be able to rearrange her schedule or work with her to find a reasonable solution. This relates to human relations because we are not just people going to work every day; we are people who live our personal lives, and one affects the other. Because of this, our human relations abilities will most certainly be affected if we are experiencing challenges at home or at work.

- Henri Fayol began looking at how management could improve productivity instead of focusing on specific tasks and motions. Fayol created the Fourteen Principles of Management, which focused on management but also hinted to the importance of human relations

14 Management principles

- **Division of work.** Work should be divided in the most efficient way. Fayol believed work specialization, or the focus on specific tasks for teams or individuals, to be crucial to success.

- **Authority.** Authority is the right to give orders and accountability within those orders. Fayol believed that along with giving orders and expecting them to be met, that person in authority also assumes responsibility to make sure tasks are met.

- **Discipline.** Discipline is penalties applied to encourage common effort, as a successful organization requires the common effort of all workers.

- **Unity of command.** Workers should receive orders from only one manager. In other words, reporting to two or more managers would violate Fayol's Fourteen Principles of Management.

- **Unity of direction.** Everyone in the organization should move toward a common goal and understand how the team will achieve that goal.

- **Subordination of individual interests to general interests.** The interests of one person shouldn't have priority over the interests of the organization as a whole. This focuses on teamwork and the importance of everyone acting toward the same goal.

- **Remuneration.** Many things should be considered when paying employees, including cost of living, supply of qualified people, and business success.

- **Centralization.** The degree of importance in the subordinates' (employees') role in their organization and the amount of decision making that occurs at a central level versus a decentralized level. For example, in many organizations decisions are made centrally (i.e., in the "corporate office"), which does not allow as much flexibility as decentralized decision making; this would mean each individual area can make its own decisions.

- **Scalar chain.** This refers to how authority is divided among managers. Specifically, Fayol said lower-level managers should always keep upper-level managers informed.

- **Order.** All materials and people related to one kind of work should be organized and neat. Things should be easy to find.

- **Equity.** All employees should be treated equally.

- **Stability of tenure of personnel.** Retention of employees should be a high management priority. The cost of hiring a new worker is expensive, so efforts should be maintained to keep current employees.

- **Initiative.** Management should take steps to encourage workers to take initiative. In addition, workers should be self-directed and not need a lot of management control to accomplish tasks.

- **Esprit de corps.** Managers should encourage harmony among employees. This harmony creates good feelings among employees

What is Management?

"The art of getting things done through people"

Who is a Manager?

- Someone whose primary responsibility is to carry out the management process

- Someone who plans and makes decisions, organizes, leads, and controls human, financial, physical, and information resources.

Smile	Be sincere	Be the bearer of good news	Be a positive person	Make people happy	Use proper body language	Expose yourself more
People tend to be attracted to those who seem friendly.	Be real, be yourself	Give people positive news as often as possible	Always look for the brighter side	Be pleasant company	Use nonverbal clues to indicate your interest in someone else	The more someone sees you or communicates with you, the more they will grow to like you

Scope

1. Intrapersonal behavior covers aspects as

   Personality

   Attitude

   Perception

   learning

   Opinion

   Motivation

   Job satisfaction

Scope

2.   Intrapersonal behavior includes

           group dynamics

           inter group conflict

           leadership

           communication

           transactional analysis

About organisation

3.   About organisation the study covers aspects like

                              formation

                              structures

                              effectiveness

                              formal and informal

        organisation

People Management

- Working with people from different cultures: As a manager one must learn how to adapt his managerial style to their cultural, geographic and religious disparities.

- Workforce diversity: Organizations are increasingly becoming a mix of people in terms of gender, race, age, ethnicity and. So mangers must recognize the fact that they don't leave their lifestyles, cultural values and perception at home, so managers must learn to accommodate this diverse group of people by addressing their different lifestyles, family needs and work styles.

- Customer Service: Many an organization has failed because its employees failed to please its customers. Management needs to create a customer-responsive culture. OB can provide considerable guidance in helping managers create such cultures- cultures in which employees are friendlier and courteous, accessible, knowledgeable and prompt in responding to customer needs.

- Ethics: Today's manager needs to create an ethically healthy climate for his employees, where they can work productively and confront a minimal level of uncertainty regarding what constitutes right and wrong behavior.

Key Managerial Roles (Henry Mintzberg)

Informational

- Monitor
- Disseminator
- Spokesperson

Positions the manager so as to facilitate the sending and receiving of information

Interpersonal

- Figurehead
- Leader
- Liaison

Involves the manager in relationships with other individuals both inside and outside the firm

Decisional

- Entrepreneur
- Disturbance handler
- Resource allocator
- Negotiator

The manager uses the available information to make important decisions

Roles of managers

- Informational Roles:
  - collecting information about various organisations and institutions regarding technological development, employment, taste, preferences of public.
  - monitor role:.e.g from news paper, journals, magazine etc.
  - disseminator: transmitting information to other members in the organisation.
  - spokesperson: representing organisation to outside parties.e.g press, clients and business partners.

Roles of managers

- Interpersonal Roles:
  - Figure head roles: attend certain ceremonial duties. e.g visiting different branches.
  - Leadership roles: includes hiring, training, motivating.
  - Liaison roles: interacting with individual, group inside and outside organisation.

Roles of managers

- Decision Roles
  - entrepreneur role: e.g. initiating new projects and monitoring their progress.
  - disturbance handlers
  - resource allocator
  - negotiators

Management Levels Defined

- First line Managers
  - directly responsible for day-to-day operations
  - supervise and coordinate the activities of operating employees
- Middle Managers
  - work in the middle levels of the organization
  - responsible for sections or departments
  - supervise and coordinate the activities of lower-level managers
  - responsible for implementing the policies and plans of top managers

Management Levels Defined

- Top (or Senior) Managers
    - usually form a team
    - manage the organization's overall goals, strategy, and operating policies
    - responsible for the entire enterprise
- Middle and top managers may also be:
    - Functional Managers
        - responsible for a distinct function in the enterprise

Horizontal Differences

- Functional managers
  - Responsible for departments that perform a single functional task

- General managers
  - Responsible for several departments that perform different functions

Managers by Area

- Marketing Managers
  - Work in areas related to getting consumers and clients to buy the organization's products or services
- Financial Managers
  - Deal primarily with an organization's financial resources
- Operations Managers
  - Concerned with creating and managing the systems that create organization's products and services

Manager by Area

- Human Resource Managers
  - Human resource planning, recruiting and selection, training and development, designing compensation and benefit systems, formulating performance appraisal systems
- Administrative Managers
  - Familiar with all functional areas of management.
- Other Kinds of Managers
  - Specialized managerial positions directly related to the needs of the organization
  - May include IT management

Management Skills

Top Managers
Middle Managers
First-Line Managers
Non-managers (Personnel)

Conceptual Skills

"People" Skills

Technical Skills

Technical skills: e.g. accoutancy,personal management, engineers, surgeons

Human/peoples skill:e.g art of motivating, interpersonal skills

Conceptual skills: e.g. analyze complex situation, pinpoint the problems, evaluate them

Fundamental Management Skills

- Technical
  - Skills necessary to accomplish or understand the specific kind of work being done in an organization
- Interpersonal
  - Ability to communicate with, understand, and motivate both individuals and groups
- Conceptual
  - Ability to think in the abstract and to see the organization as a complete unit and to integrate and give direction to its diverse activities so that objectives are achieved

Fundamental Management Skills

- Diagnostic
  - Ability to visualize the most appropriate response to a situation
- Communication
  - Abilities both to convey ideas and information effectively to others and to receive ideas and information effectively from others
- Decision-Making
  - Ability to recognize and define problems and opportunities correctly and then to select an appropriate course of action to solve the problems and capitalize on opportunities

Fundamental Management Skills

- Time-Management
  - Ability to prioritize work, to work efficiently, and to delegate appropriately

The Organization as an Iceberg Metaphor

Visible Aspects
Strategies
Objectives
Policies and procedures
Structure
Technology
Formal authority
Chains of command

Hidden Aspects
Attitudes
Perceptions
Group norms
Informal interactions
Interpersonal and
intergroup conflicts
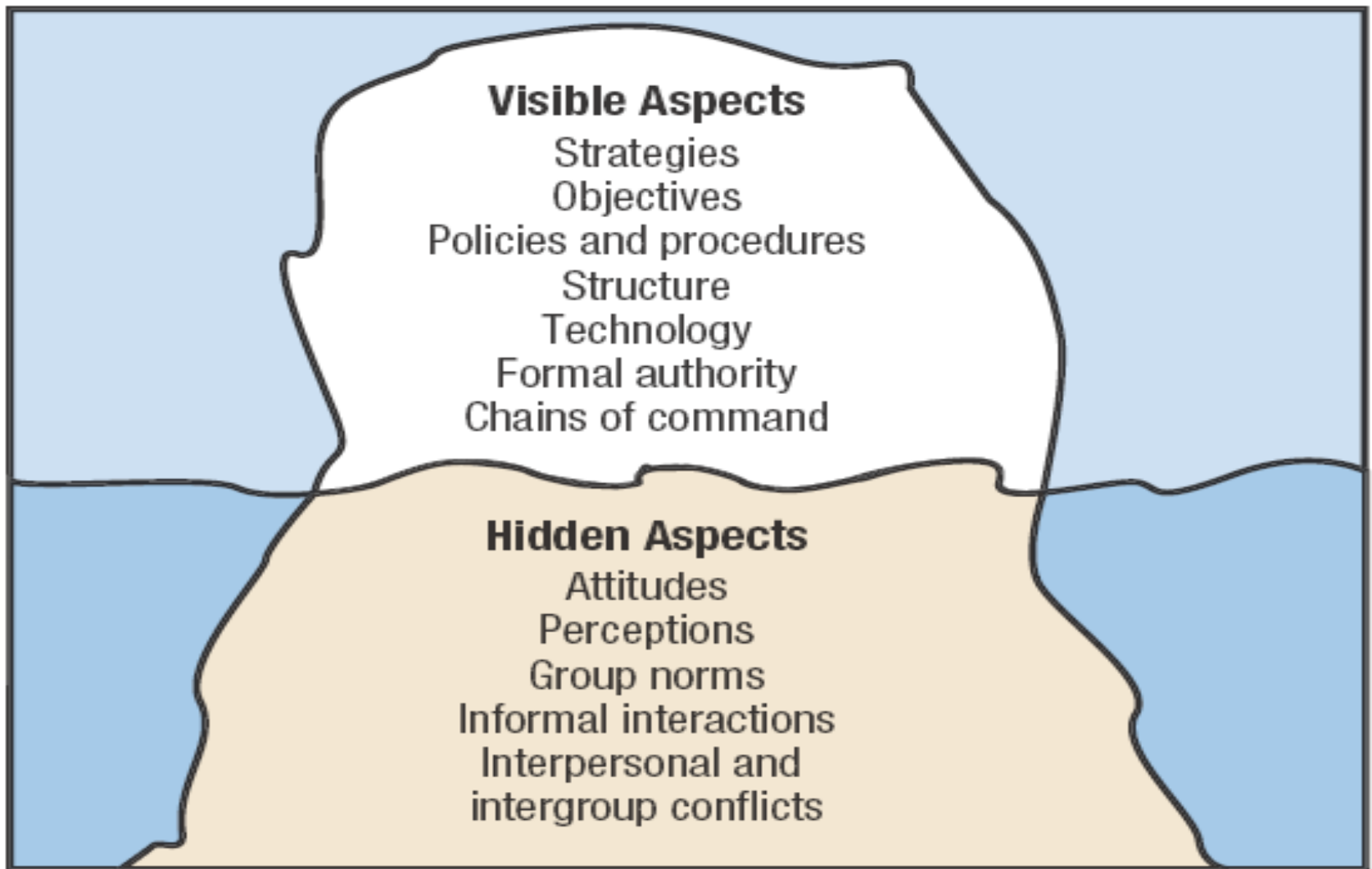
SELF ESTEEM AND SELF CONFIDENCE

- "Confidence" comes from the Latin *fidere*, "to trust." To be self-confident is to trust in oneself, and, in particular, in one's ability or aptitude to engage successfully or at least adequately with the world.

- A self-confident person is ready to rise to new challenges, seize opportunities, deal with difficult situations, and take responsibility if and when things go wrong.

- "Esteem" is derived from the Latin *aestimare*, meaning "to appraise, value, rate, weigh, estimate," and self-esteem is our cognitive and, above all, emotional appraisal of our own worth.

- Self-esteem is simply how you feel about yourself and how you judge your worth.

- Self-confidence and self-esteem do not always go hand in hand. In particular, it is possible to be highly self-confident and yet to have profoundly low self-esteem, for example, with many performers and celebrities, who can perform before an audience of thousands but then damage and even kill themselves with drugs.

What causes low self-esteem?

- systematic punishment, neglect or abuse
- failing to meet parental standards
- failing to meet peer-group standards
- being on the receiving end of other people's stress or distress.
- belonging to a family or social group that other people are prejudiced towards
- an absence of praise, warmth, affection or interest
- being the odd one out, at home or at school.

10 steps for improving your self-esteem

- Positive self-talk.
- Don't compare yourself to others.
- Movement and exercise.
- Don't strive for perfection.
- Don't beat yourself up when you make a mistake.
- Focus on the things you can change.
- Do things you enjoy.
- Celebrate the small stuff.

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Your behaviour
(how you act)

Your attitudes
(how you treat others and approach situations)

Your values
(what is important to you)

Your beliefs
(ideas you hold to be true)

Being professional

Respect

Convenience

Peer pressure

Happiness

Career success

Wealth

Family

Culture

Mentors

Faith

Experience

Education
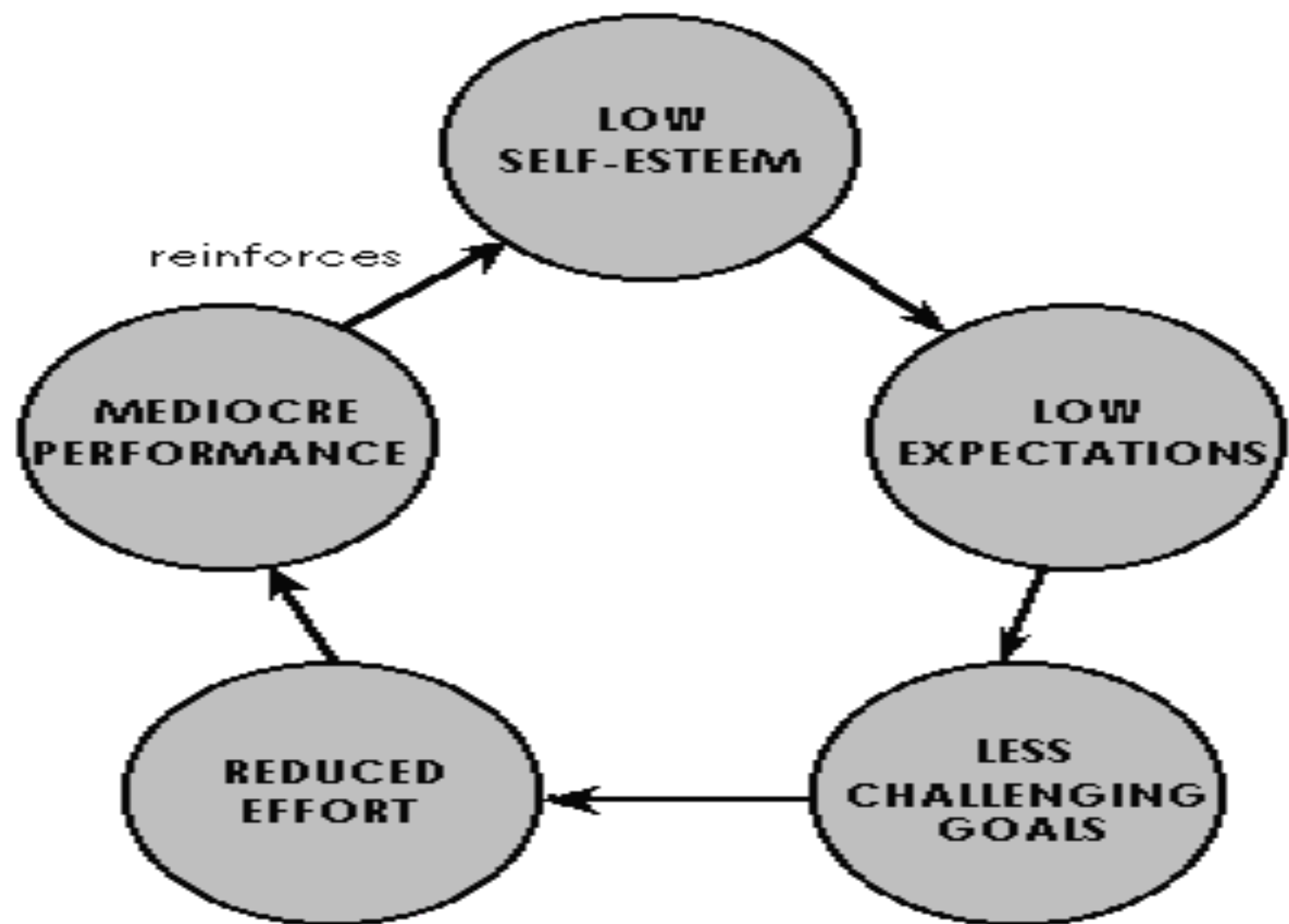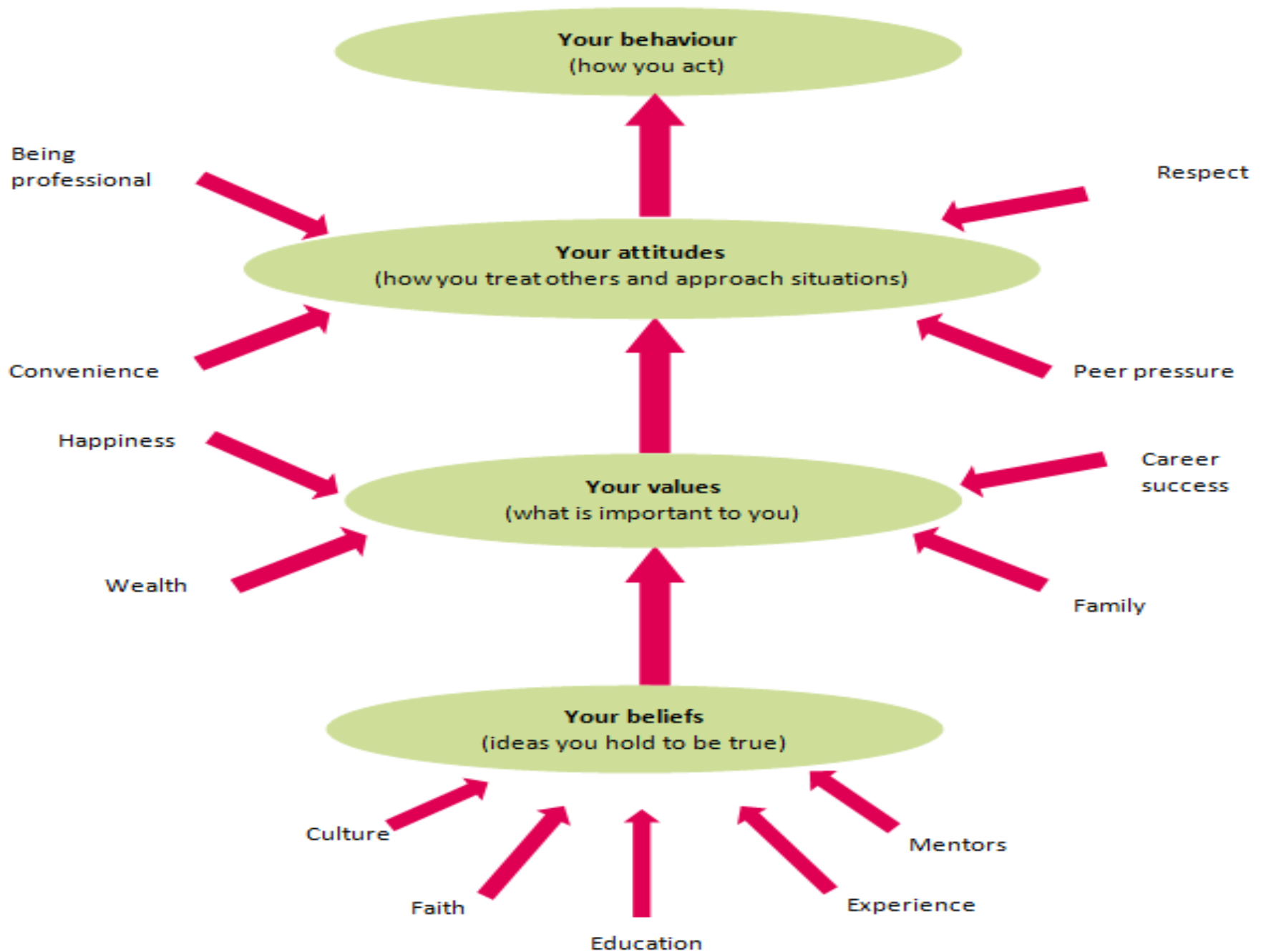
What is a belief?

- A belief is an idea that a person holds as being true.

- A person can base a belief upon certainties (e.g. mathematical principles), probabilities or matters of faith.

- A belief can come from different sources, including:

    a person's own experiences or experiments

    the acceptance of cultural and societal norms (e.g. religion)

    what other people say (e.g. Education or mentoring).

- A potential belief sits with the person until they accept it as truth, and adopt it as part of their individual belief system.

- Each person evaluates and seeks sound reasons or evidence for these potential beliefs in their own way.

- Once a person accepts a belief as a truth they are willing to defend, it can be said to form part of their belief system.

What is a personal value?

- Values are stable long-lasting beliefs about what is important to a person. They become standards by which people order their lives and make their choices.

- A belief will develop into a value when the person's commitment to it grows and they see it as being important.

- It is possible to categorize beliefs into different types of values – examples include values that relate to happiness, wealth, career success or family.

- A person must be able to articulate their values in order to make clear, rational, responsible and consistent decisions.

What is an attitude?

- Attitudes are the mental dispositions people have towards others and the current circumstances before making decisions that result in behavior. People primarily form their attitudes from underlying values and beliefs.

- However, factors which may not have been internalized as beliefs and values can still influence a person's attitudes at the point of decision-making. Typical influences include the desire to please, political correctness, convenience, peer pressure, and psychological stressors.

- A lack of self-awareness or critical insight, or the presence of ambivalence or uncertainty about values, can lead to a less rational attitude to choices, and ultimately to undesirable behavior.

Components of Attitude

- **Cognitive Component:**   Your thoughts and beliefs about the subject
- **Affective Component:**   How the object, person, issue, or event makes you feel
- **Behavioral Component:**   How attitude influences your behavior
- **Affective component**: involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
- **Behavioral** (or conative) component: the way the attitude we have influences on how we act or behave. For example: "I will avoid spiders and scream if I see one".
- **Cognitive** component: involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".
- Attitudes can also be explicit and implicit.
- Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs.
- Implicit attitudes are unconscious but still have an effect on our beliefs and behaviors.

What Is Self-Awareness?

- **Levels of Self-Awareness**

- So how exactly do children become aware of themselves as separate beings? Researchers suggest that children progress through a series of levels of self-awareness between birth and approximately age 4 or 5. Self-awareness is observed by how children respond to their own reflection in a mirror.

- *Level 1: Differentiation* - At this point, children start to become aware that what it reflected in a mirror is different from what they simply perceive in the environment.

- *Level 2: Situation* - This level of self-awareness is characterized by a growing understanding that self-produced movements can be seen in the mirror's surface. Children are also aware that it is their own movements they are observing.

- *Level 3: Identification* - At this point, children recognize the image in the mirror as themselves rather than someone else staring back at them.

- *Level 4: Permanence* - Children can not only identify themselves reflected in a mirror, they can also identify their own image in pictures and home movies.

- *Level 5: Self-consciousness or "meta" self-awareness* - At this level, children are not only aware of themselves from their own perspective, but also become aware of how they are in the minds of others.

SUCCESS

HAPPINESS

PURPOSE

RELATIONSHIPS

HOW SELF-AWARE YOU ARE

MYQUESTIONLIFE.COM

Self Awareness

↓

Self Acceptance

↓

Readiness to change

↓

Change/Transformation

↓

Termination

WHAT MATTERS MOST IS HOW YOU SEE YOURSELF.

Emotional Intelligence

Emotional Intelligence

- Emotional intelligence is the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you.

- Emotional intelligence (EI or EQ for "emotional quotient") is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively.

- It is to understand self and others and act and react accordingly.

- Emotional intelligence is the ability to understand, make good judgments and quick decisions , connection, and influence.

- High emotional intelligence helps to enhance in job, increases job satisfaction by improving and increasing organization productivity.

- It is a skill which is learnable.

	Self	Others
AWARENESS	**Self Awareness** **Meta cognitive Awareness** Knowing about self, confidence, strength, weaknesses, taking risk Knowing your emotions: What are the triggers , being fearful, situations causing anger, internal insecurity, Be self aware- breathing, knowing emotions, situations causing the adversity.	**Social Awareness** Empathy Organizational awareness Understanding dynamics of Relations
Management	**Self Management** Ability to regularize our emotions Channelize the negative emotion in positive manner Self Motivation Bouncing back (inner vision, inner voice, inner touch, self affirmations) Regulate emotions: Be aware of breathing pattern, physical, and present mindful awareness	**Relationship Management** Managing conflicts Helping others to grow Team work Communication (Filling the gap, finding the gap, bridging the gap)

Perception

Perception

- Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment.

- A perceptual error is the inability to judge humans, things or situations fairly and accurately. Examples could include such things as bias, prejudice, stereotyping, which have always caused human beings to err in different aspects of their lives.

https://youtu.be/vJG698U2Mvo

Old Woman...Or Young Girl?
hint: The old woman's nose is the young girls
chin.
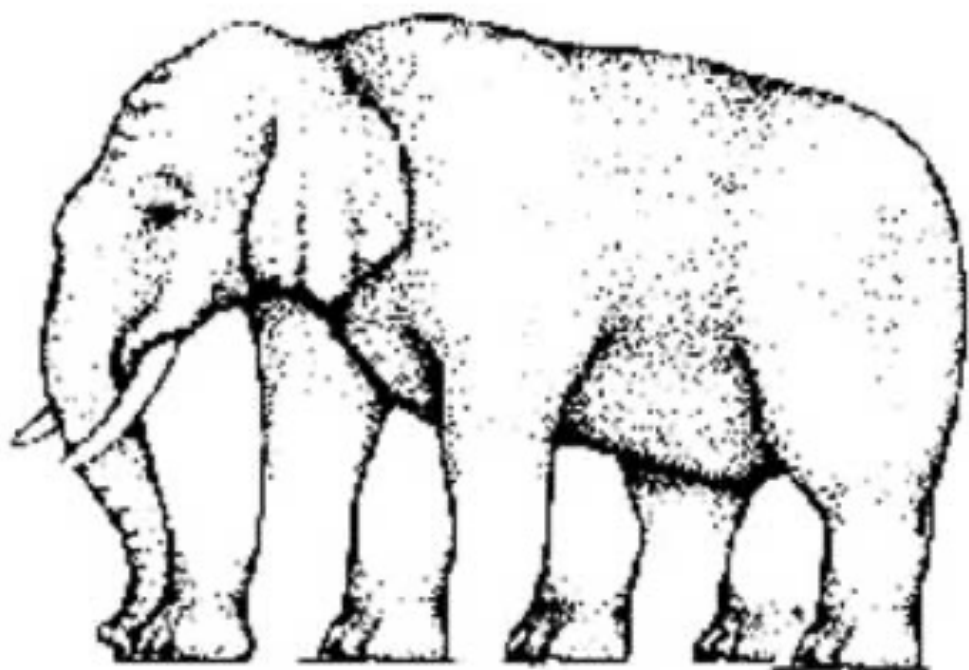
How many legs does this elephant have?

Figure-Ground Illustrations
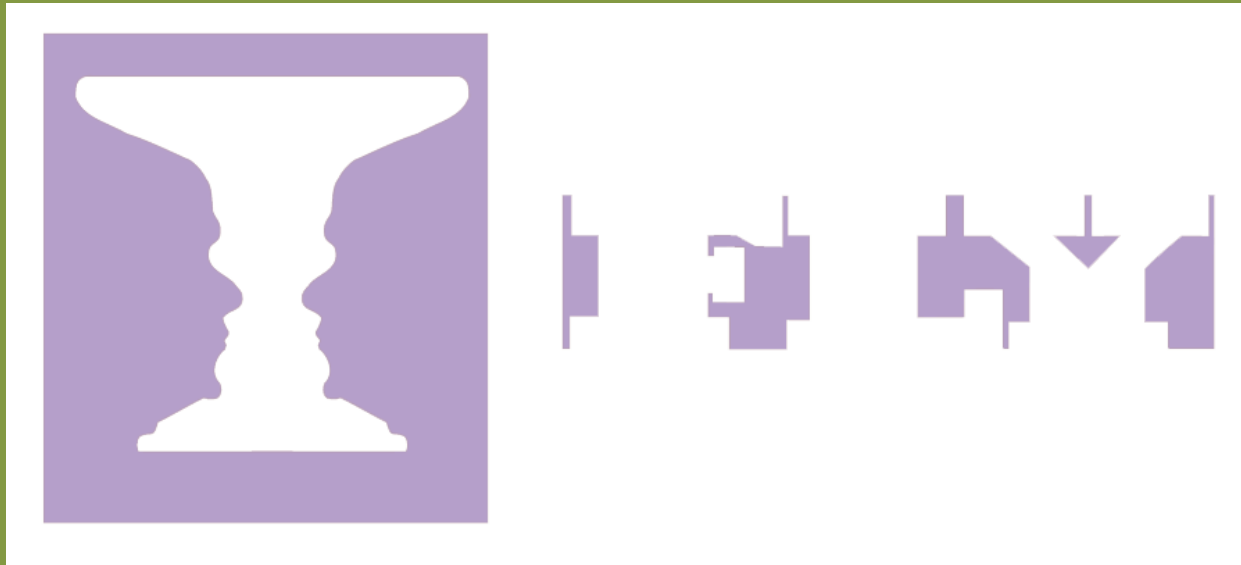
Perception

- ## What Is Perception?
  - A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.
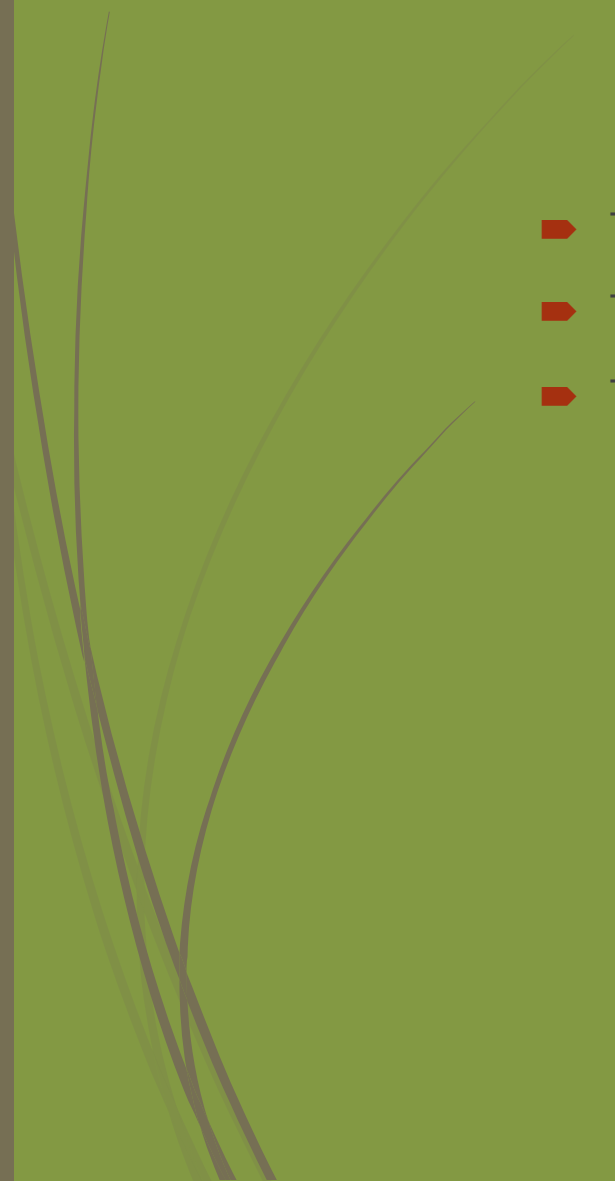
- ## Why Is it Important?
  - Because people's behaviour is based on their perception of what reality is, not on reality itself.
  - The world as it is perceived is the world that is behaviourally important.

Factors Influencing Perception

- The Perceiver
- The Target
- The Situation

Factors that Influence Perception

The Situation

- **Time**
- **Work** setting
- **Social** setting

Perception

The Perceiver

- **Attitudes**
- **Motives**
- **Interests**
- **Experience**
- **Expectations**

The Target

- **Novelty**
- **Motion**
- **Sounds**
- **Size**
- **Background**
- **Proximity**
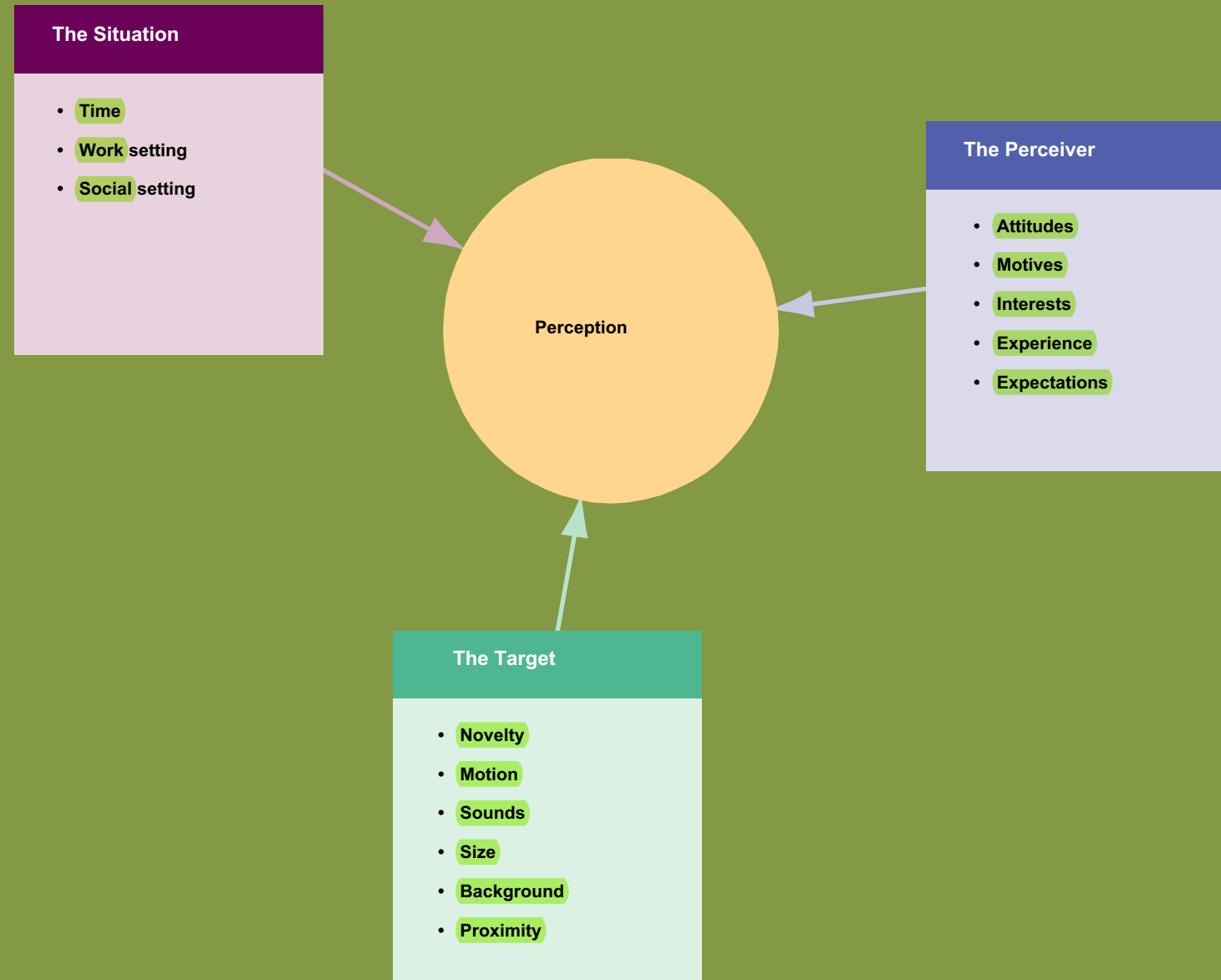
Types of Perception

Examples of the Gestalt Laws

Law of Similarity

Law of Pragnanz or the Law of Good Figure
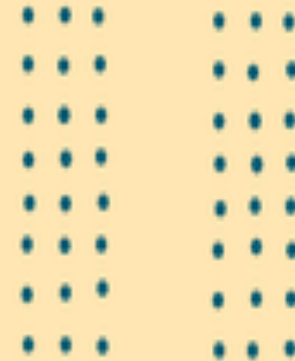
Law of Proximity

Law of Continuity

Law of Closure
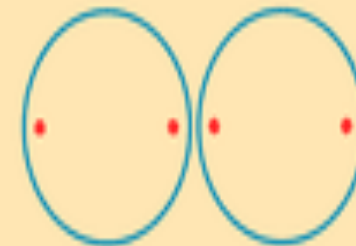
The Law of Common Region

Factors Affecting Judgment

- Attribution Theory
- Perceptual Errors
  - Selective Perception
  - Halo Effect
  - Contrast Effects
  - Projection
  - Stereotyping

Attribution Theory

- When individual observe behaviour, they attempt to determine whether it is internally or externally caused.
  - Distinctiveness
    - Does individual act the same way in other situations?
  - Consensus
    - Does individual act the same as others in same situation?
  - Consistency
    - Does the individual act the same way over time?

- Attribution Theory says we judge people differently depending on what meaning we attribute to a given behaviour.

- We attempt to determine whether the behaviour was internally- or externally-caused.

- Externally-caused refers to the environment, while internally-caused behaviour is attributed to those events that are believed to be under the personal control of the individual.

- Our determination of internally or externally caused behaviour depends on three factors:

(1) Distinctiveness; whether an individual displays different behaviour in different situations

(2) Consensus: If everyone who is faced with a similar situation responds in the same way, we can say the behaviour shows consensus.

(3) Consistency. Is the person's actions consistent over time.

Attribution Theory

- **Fundamental Attribution Error**
  - The tendency to underestimate the influence of external factors and overestimate the influence of internal factors when making judgments about the behaviour of others.
- **Self-Serving Bias**
  - The tendency for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors.

Perceptual Errors

- Selective Perception
  - People selectively interpret what they see based on their interests, background, experience, and attitudes
- Halo Effect
  - Drawing a general impression about an individual based on a single characteristic
- Contrast Effects
 - A person's evaluation is affected by comparisons with other individuals recently encountered

Types of perceptual errors in workplace

- 1.**Selective Perception**-People generally interpret according to their basis of interests, idea and backgrounds. It is the tendency not to notice and forget the stimuli that cause emotional discomfort. For example we might think that fresher graduates with above 80 % marks will exceptionally do well in technical interviews of respective subjects

- 2.**Halo Effect**-We misjudge people by concentrating on one single behavior or trait. It has deep impact and give inaccurate result most of the time. For example we always have an impression of a lazy person can never be punctual in any occasion.

- 3.**Stereotypes**-We always have a tendency to classify people to a general groups /categories in order to simplify the matter. For example-Women are always good homemakers and can do well in work life balance

- 4.**Contrast Effect**-We again sometimes judge people in comparison to others . This example generally found in sports, academics and performance review

- 5.**Projection**-This is very common among Perceptual errors. Projection of one's own attitude, personality or behavior into some other person. For example- To all honest people, everybody is honest.

- 6.**Impression**-We all know the term "first impression is the last impression" and we apply that too .For example-During the time of hiring, thought like this "The most decent and modest person in the interview can do very well in every roles and responsibilities " always arise.

Errors in perception can be overcome by

- Taking more time and avoiding instant or `snap' judgements about others.

- Collecting and consciously using more information about other people.

- Developing self-awareness and an understanding of how our personal biases are preferences affect our perceptions and judgements of other people.

- Checking our attributions – particularly the links we make between aspects of personality and appearance on the one hand and behaviour on the other.

Self Awareness , Self Management, Self Affirmation, Social Awareness, Relationship Management

WHAT MATTERS MOST
IS HOW YOU SEE YOURSELF.

https://www.youtube.com/watch?v=qR3rK0kZFkg
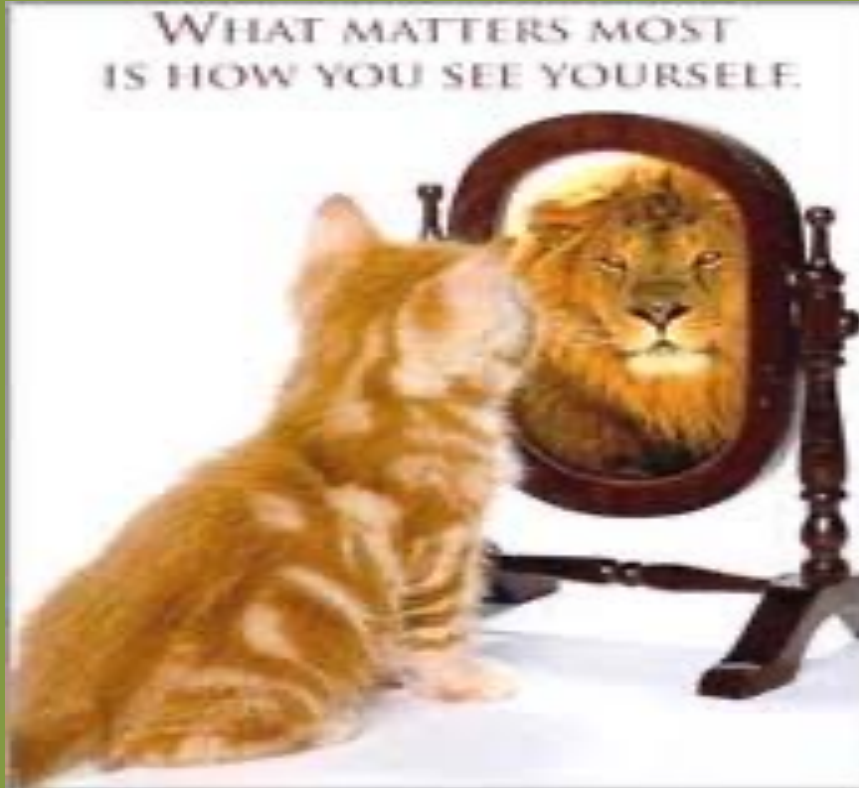
Signs of Emotional Intelligence

- An ability to identify and describe what people are feeling
- An awareness of personal strengths and limitations
- Self-confidence and self-acceptance
- The ability to let go of mistakes
- An ability to accept and embrace change
- A strong sense of curiosity, particularly about other people
- Feelings of empathy and concern for others
- Showing sensitivity to the feelings of other people
- Accepting responsibility for mistakes
- The ability to manage emotions in difficult situations

Components of Emotional Intelligence

- Thinking before reacting.
- Greater self-awareness.
- Empathy towards others.
- Motivation.
- Social skills.
- Self management

How to Use Emotional Intelligence

- Being able to accept criticism and responsibility
- Being able to move on after making a mistake
- Being able to say no when you need to
- Being able to share your feelings with others
- Being able to solve problems in ways that work for everyone
- Having empathy for other people
- Having great listening skills
- Knowing why you do the things you do
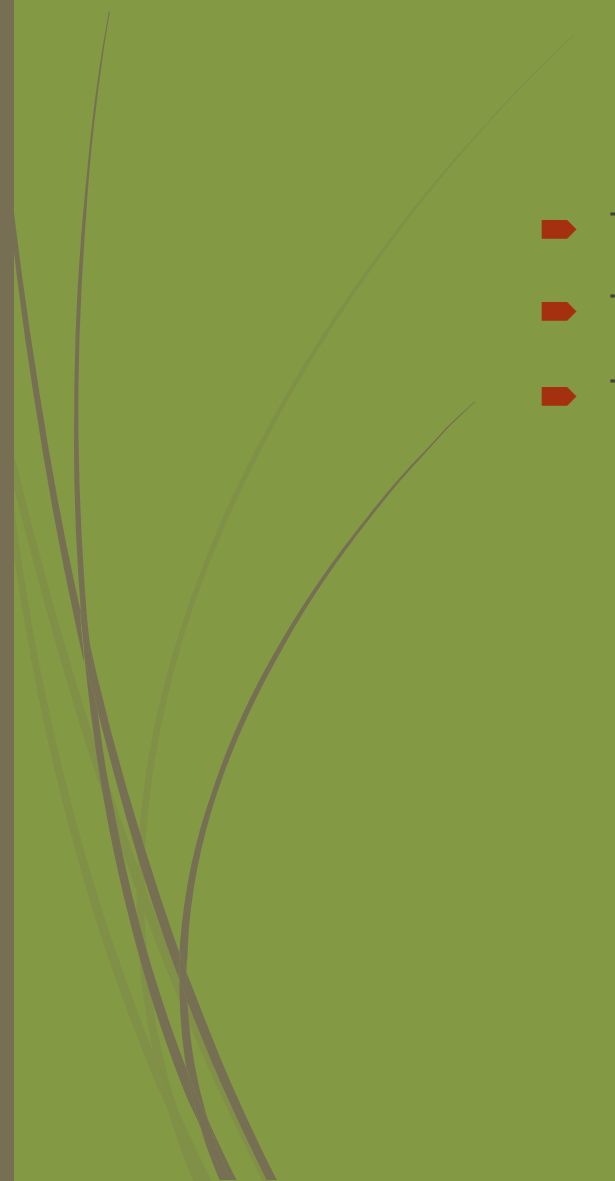- Not being judgmental of others

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EMOTIONAL INTELLIGENCE SELF-ASSESSMENT

Role Play

- Team Building
- Conflict Management
- Employee Behavior
- Dealing with clients
- Story telling
- Time Management
- Problem solving
- Motivation
- Emotions

THANK YOU