

Group Dynamics.

Meaning of Group Dynamics

- Group Dynamics means how manager plans, organizes, staffs, leads and controls effectively while he manages the groups. A group means “two or more people who interact with one another, are psychologically aware of one another, perceive themselves to be members of the group, and work towards a common goal.”
- Group dynamics studies the nature, formation and reasons for forming the groups. It studies how groups affect the behavior and attitude of members and the organization. It is a process by which people interact with each other. If groups are effectively managed, they contribute a lot to organizational goals.

- The social process by which people interact and behave in a group environment is called group dynamics.
- Group dynamics involves the influence of personality, power, and behavior on the group process.
- Group dynamics studies the nature, formation and reasons for forming the groups. It studies how groups affect the behavior and attitude of members and the organization.

Features of Group

- 1. It consists of two or more persons who interact with each other.
- 2. Group members have reciprocal influence on each other. Each member influences and is influenced by others in the group.
- 3. People develop mutual perceptions and emotions. They perceive and recognize each other as members of the group.
- 4. Every group has
 - formal leader elected by group members, and
 - informal leader “who engages in leadership activities but whose right to do so has not been formally recognized by the organization or group.”
- 5. Each individual performs specific role which influences expectations of group members from each other. Role structure is “the set of defined roles and inter-relationships among those roles that the group or team members define and accept.”
- 6. Every group has group norms. “Norm is a standard of behavior that the group accepts and expects of its members. It represents standards of work to promote group activity.”
- 7. It maintains stability through group cohesiveness.
 - develop liking for each other, there is unity among members.
 - develop sense of identification with each other, and
 - remain attached to each other./ A sense of we-feeling
- 8. Members work for common interests and goals.

Group Cohesiveness

- Group cohesiveness is the attraction, loyalty and commitment of members to group goals. It is “the degree to which members are attracted to a group, are motivated to remain in the group, and are mutually influenced by one another.”

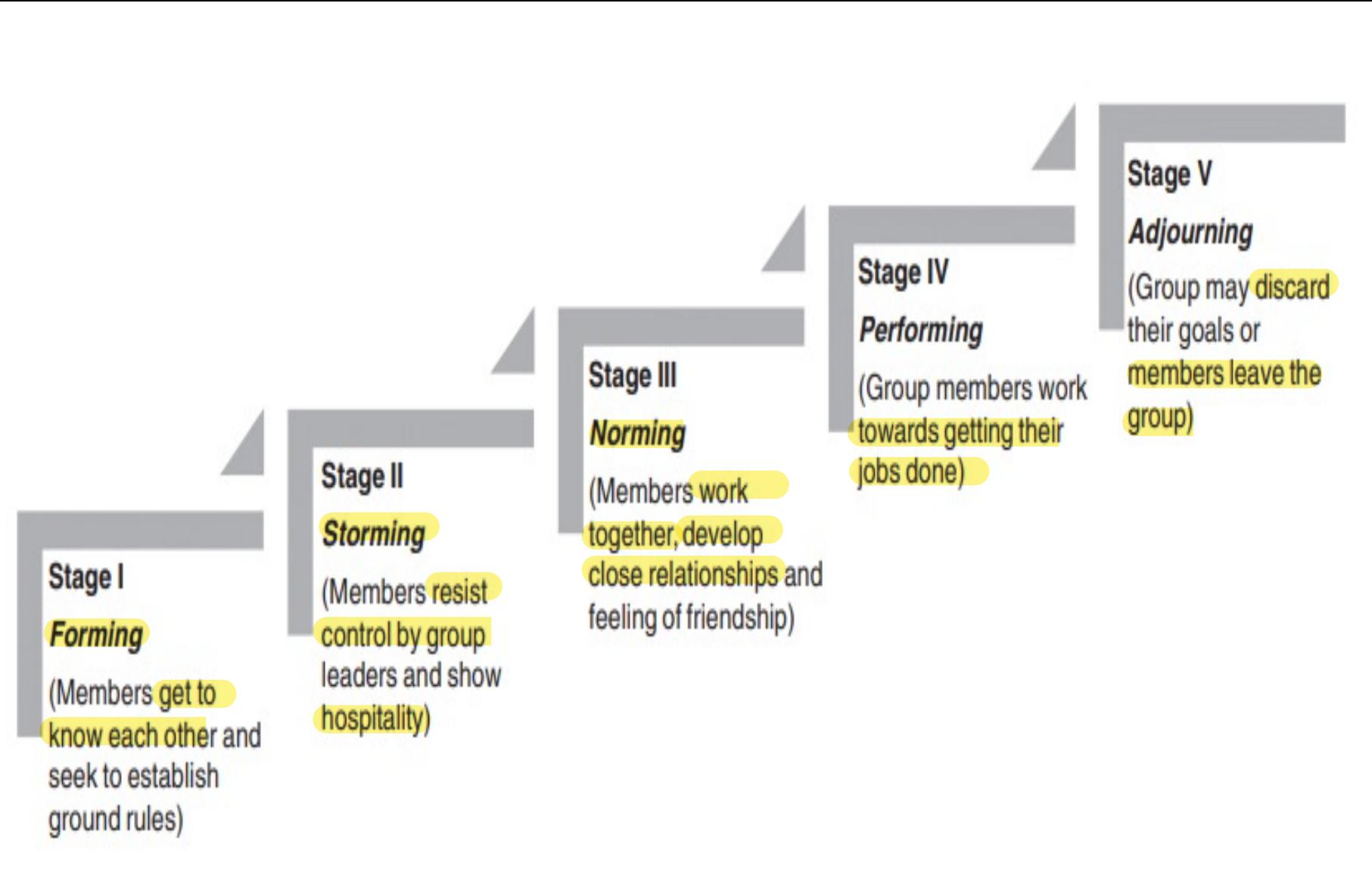
Factors that Increase Cohesiveness

- Similar attitudes, values, beliefs and interests increase group cohesiveness, facilitate communication and develop understanding amongst group members.
- 2. Inter-group competition increases cohesiveness of each group as the goal is same. A basketball championship, for example, increases cohesiveness of each team to win the match.
- 3. Liking and attraction for each other increases group cohesiveness.
- 4. Success in group goals promotes group cohesiveness.
- 5. Size of the group also determines its cohesiveness. Small groups are generally more cohesive than big groups.
- 6. Consensus on group goals increases cohesiveness.
- 7. Dependence of members on each other to achieve group goals increases group cohesiveness.

Factors that Decrease Cohesiveness

- Increase in size of the group decreases cohesiveness.
- 2. When members have conflicting opinions, group cohesiveness declines.
- 3. While inter-group competition increases cohesiveness, intra-group competition decreases cohesiveness. Intra-group competition (competition amongst members of the same group) promotes individual goals at the cost of group goals.
- 4. If less dominant members surrender to the views of dominant members, this declines group cohesiveness.
- 5. Unpleasant group interaction, dissimilarity amongst attitudes, beliefs and values decrease cohesiveness.
- 6. Involvement in activities outside the group and competition amongst members for resources within the group reduces group cohesiveness.
- 7. Heterogeneous groups with members from different age groups, job responsibilities, qualification and status decrease cohesiveness.

Stages in Group Development



- **Forming Stage (Orientation)**
- The first stage of group development is the forming stage. At this stage, the group just starts to come together and is described with anxiety and uncertainty.
- A person's behavior is driven by his desire to be accepted by other members of the group. Conflict, controversy, misunderstanding and personal opinions are avoided even though members have just begun to form impressions of each other and understand what the group will do together.
- At the forming stage, members understand group purpose, determine how the team is going to be organized and who will be responsible for what. They discuss major phases of group goal that include rough project schedule, outlining general group rules regarding when they will meet and discover what resources will be available for the group to use.
- At this stage, group members learn what to do, how the group will operate, what is expected, and what is acceptable.

- **2. Storming Stage (Power Struggle)**

- The second stage of group development is the storming stage. At this stage, disputes and competition are high because members have understood the work and a general feel of belongingness towards the group prevails.
- The dominating group members emerge, while less confrontational members stay in their comfort zone.
- Issues like leadership, authority, rules, policies, norms, responsibilities, structure, evaluation criteria and reward systems arise during this stage. They help the group move to the next stage.

Norming Stage (Cooperation and Integration)

- At this stage, it becomes enjoyable for the members to work together. Group interaction becomes easier, cooperative and productive. There is mutual give and take, open communication, bonding, and mutual respect.
 - Disputes or conflicts are comparatively easy to be resolved and the group gets back on track.
 - Though group leadership is important, the facilitator usually steps back a little and lets the group members take initiative to move forward together.
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- **4. Performing Stage (Synergy)**
 - Now the group is clear about its needs. It moves forward to work for the goals for which it is formed. The group becomes really united to perform.
 - At this stage, the morale of group members is high as they actively acknowledge the talent, skills and experience that each member brings to the group. A sense of belongingness prevails and group remains focused on its purpose and goal.
 - Members are flexible, interdependent, and trust each other. Leadership is distributive and members willingly adapt to needs of the group.
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- **5. Adjourning Stage (Closure)**
 - This stage of group is usually reached when the task has been successfully completed. The project is close to end and team members look forward to move in different directions.
 - This stage looks at the well-being of the team rather than handling the team through the original four stages of team growth.

Factors Affecting Group Processes and Functions

- **Group size :** Group size affects functions of the group. *Smaller groups* complete tasks faster than larger ones. They are more productive than large groups. Large groups, on the other hand, generate more facts, collect diverse and open viewpoints, generate more solutions to problems.
- However, with increase in size of the group, contribution of individual member tends to decline. Responsibility for group goals gets dispersed amongst larger number of members.
- Relationship between individual input and group output cannot be maintained as group results cannot be attributed to single person. This reduces efficiency of the group. Large groups develop sub-groups, restrict participation by members, take time in making decisions, promote dominance by few etc.
- *What, then, is the optimum group size?* It should be large enough to develop diverse viewpoints and small enough to fix responsibility and promote inter-personal interaction. Following points affect the optimum group size:
 - **(i)** Groups should have odd number of members. It eliminates ties when decisions are taken by vote. Odd number facilitates decision-making.
 - **(ii)** Usually five or seven makes the optimum size. It is neither too large nor too small. It allows diverse inputs and avoids negative outcomes of large groups

- **Group composition** : It represents the kind of individuals that make a group and affect its performance. Groups can be heterogeneous or homogeneous.
- *Heterogeneous groups* have dissimilar individuals, in terms of age, gender, education, experience, skills, culture etc.
- *Homogeneous groups* have similar individuals.
- Heterogeneous groups are generally more effective as they have people with diverse skills and backgrounds. There may be conflicting opinions but they perform better than homogeneous groups.
- **3. Group goals and tasks** : Groups are formed for some goals and perform tasks to achieve those goals. These goals promote cooperation and also result in role conflict. The tasks also vary in their skills, complexity, competence, etc.
- These factors affect group performance in the following ways :
- **(i)** Group size affects unity in group activities, formation of sub-groups, interaction amongst group members etc.
- **(ii)** Group composition assigns roles to group members, affects quality of group leadership, group satisfaction etc.
- **(iii)** Groups goals and tasks affect group decision-making, group communication, group cohesiveness etc.

Group Behavior

- Group behavior defines the way people behave with each other. It explains the roles performed by members of the group. It reflects unity and commitment of members towards group and organizational goals. Group members empathies and actively interact with each other. Though groups expect the members to obey group norms, some difference in roles is evident. Differences develop novel and creative ideas.
- *George Humans* describes three elements of group behavior : activities, sentiments and interaction.
- *Activities* are the tasks performed by group members. Members perform activities that achieve goals of the organization.
- While performing formal activities, members form small informal groups on the basis of *sentiments*.
- The *sentiments* develop *interaction* for social satisfaction.
- This interplay of activities, sentiments and interaction results in group behavior which is different from formal behavior. It defines group behavior which is more inclined towards need satisfaction than formal goals of the organization.
- Members reinforce their attitudes and sentiments and tend to do tasks different from those defined by formal organization.

Types of Groups

- **Primary and Secondary Groups:** The primary group refers to the small social group whose members are closely related to each other and share an enduring relationship. Examples of these groups could be family members, friendship groups and highly influential social groups. Here the group members have an intimate relationship with each other and is characterized by face to face association and cooperation.
- **The Secondary Groups:** are more formal groups whose members come together to perform certain tasks. Here the group members are not emotionally associated with each other and do not get affected by the pain and the pleasure of others. Examples of these groups could be corporate groups, military, political group, factories, etc. Thus, a secondary group is more institutionalized in nature.

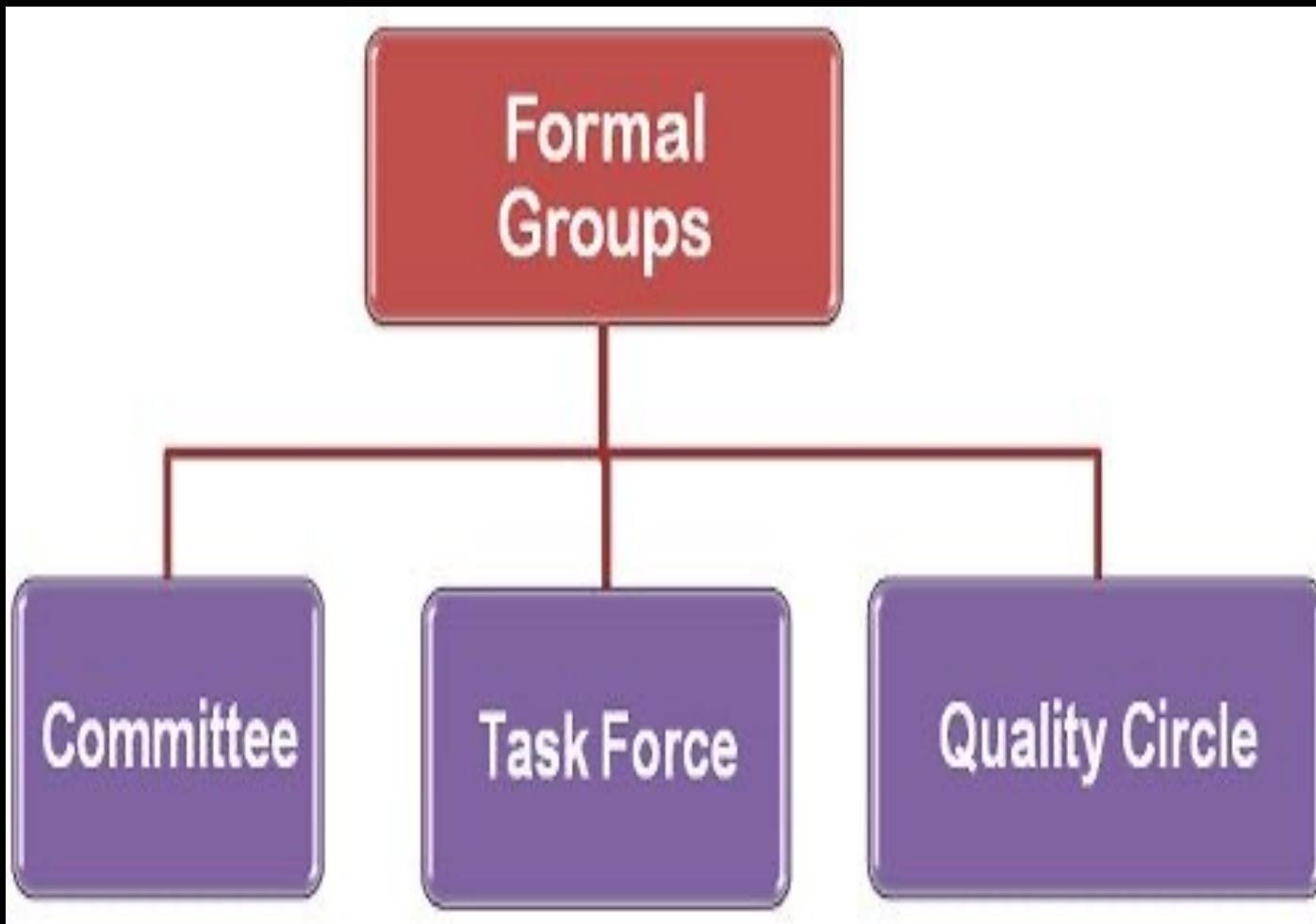
- **Membership and Reference Groups:** The membership group is the one to which an individual actually belongs to. Sometimes the membership fee is to be given to become a member of certain groups. The club membership is the best example of membership groups.
- **Reference groups** are the types of groups with which an individual identify himself and want to become a member of that group. An individual could be a member of several groups, but may not participate in all simultaneously and would like to participate in those groups whose norms are more attractive and gratifying.

- **Command Group:** A command group is comprised of superiors and subordinates who carry out orders on the basis of their authority within the group. This type of group is determined through the hierarchical chart of the organization. An example could be a marketing manager having the group of sales personnel under his department.
- **Task Group:** is a group of individuals who come together to accomplish a certain task or a job assigned to them. Generally, these groups are created to capitalize the expertise of different individuals towards the accomplishment of a particular project. Thus, the task groups can be formed beyond the lines of a hierarchical chart of the organization.

- **In-groups** : The in-group are the types of groups composed of the individuals who holds a dominant position in the social functioning. These members could be in the majority and carry prevailing values in the society.
- Out-group: refers to those individuals who are in the certain instances considered to be less in numbers and often looked upon as marginal or subordinate in the society.

Formal Groups

- **Formal Groups** : are formed deliberately and consciously collectively to direct the efforts of group members, especially the employees towards the accomplishment of organizational objectives.
- The formal groups are formed to fulfill the following purposes:
- To capitalize the expertise of each individual towards the accomplishment of complex tasks.
- To make use of synergy, i.e. collective efforts of group members yields better results than an individual working separately.
- To facilitate a proper decision-making, as with many people in a group the conflicting ideas and thoughts arise that could be considered to formulate a better decision.
- To help others in the group to learn new skills and to know about the details of the organizational environment.
- To satisfy the personal needs of social affiliations, i.e. need to get accepted by others.



Committees

- The **Committees** are the association of organizational people who come together to analyze, investigate and discuss the issues of concern and reach to the final conclusion. The committees are usually formed at different levels in the organization.
- The power and authority of the committee members are restricted to the extent delegated by the appointer. Also, there is a maximum limit on the number of members a committee can have because, if it increases, then the communication tends to become centralized, and each member does not get an adequate opportunity to speak out his mind.
- The committee is required to deal only with those problems that are assigned to it and cannot act on the activities which are beyond the defined jurisdiction. Each member has the authority to study the problem in depth and can exercise this through the voting power given to each.
- The committees can be formed at any organizational level and any individuals, irrespective of their positions in the hierarchy, can become a member of it. Thus, there can be several types of committees such as finance committee, budget committee, welfare committee, marketing committee, grievance committee etc.
- The major purpose behind the use of the committee is to pool the knowledge and experience of each member such that effective decision is made. But however, certain problems hamper the processing of the committees such as high cost involved in forming the committee, slow decision making due to major conflicts among the members, splitting of responsibility, etc.

Task Force

- **Task Force** is a type of a group, formed temporary, in which people from different disciplinary backgrounds come together to perform a specific task or mission. These are different from the committees in the sense, these are temporary and has broader powers of action and decision, greater responsibilities for investigation, analysis, planning and research.
- The task force is temporary and comes to an end as soon as the mission for which it was created gets over. The purpose behind its creation is to capitalize the skills, expertise and experience of its members to find the solution to some unusual organizational problem. The task force usually comes into the power when the organization faces a complex problem which is beyond the capabilities of an individual and even the entire department to solve it.
- Such groups can either be constituted at the time of; a launch of a new product, selection of a new assignment or for the negotiation of certain terms and conditions. Also, any member of the organization could be a part of this, irrespective of his hierarchical position in the organization.
- Thus, the task force is constituted to capitalize the special skills of individuals to solve a complex problem, but sometimes it can also pose serious threats to the organization. Such as people may feel miserable if not selected in the task force, a feeling of independence may emerge in the minds of task force members and might lose attachment to the formal organization.

Quality Circle

- **Quality Circle** refers to the group of individuals who meet on a regular basis to discuss the work-related problems. Generally, the quality circles are small group gatherings, led by the supervisor or the manager who presents the solutions to the management.
- The purpose behind the formation of a quality circle is to motivate employees to share the problems affecting their work area and help in improving the performance of the organization as a whole. Generally, the quality circles focus on issues such as occupational health and safety, improvement in the working environment and manufacturing processes, etc.
- The quality circles are formed to fulfill any of the following objectives:
- To contribute towards the development of an organization.
- To create a healthy work environment such that employees find the place worthwhile to work
- To explore the hidden potential of the individuals and drawing out the infinite possibilities.
- To improve the product quality and the productivity of the organization.
- To improve the team skills, capabilities, confidence and creativity through education, training, and participation of volunteers in the circles.
- Often, six to twelve personnel from the same work area come together to form these circles. These members receive proper training in problem solving, group process and statistical processes.

Informal Groups

- **Informal groups** are those groups that get created spontaneously as soon as individuals start interacting with each other.
- The informal groups are formed by the individuals to satisfy their social needs of affiliation, and they emerge on their own and hence not created by the management of the organization.

- **Propinquity Theory:** The propinquity means nearness, hence an individual forms an affiliation with others due to the geographical proximity amongst them. In the organizational context, it is often seen that individuals working in the same department tend to affiliate with each other more than with the others who work in different departments.
- **Homan's Interaction Theory:** According to this theory, the affiliations are based on the interactions, activities and sentiments. It is assumed that more activities people share with each other more will be the interaction among them and more sentiments they generate for each other. Here, the groups are formed not only on the basis of physical proximity but also to accomplish some common group goal.
- **Balance Theory:** This theory posits that people get attracted towards each other on the basis of the similar attitudes and common behavior they carry towards the given set of objects or goals. Once the group is formed on these common traits the group members try to maintain that balance and in case the balance is not restored, the group gets dissolved.
- **Exchange Theory:** This theory is based on the assumption that people involve in social affiliation on the basis of perceived reward-cost relationship, i.e. what an individual gets or has to forego to be a member of a certain group. The reward here means, gratifying the needs while the cost is in the form of anxiety, embarrassment, fatigue, etc.

3



Managerial/Business Communication



Definition of Communication

- *Communication* is a process that involves the transmission of meaningful information from one party to another through the use of shared symbols.
- Communication is successful when meaning is understood.



- The English word ‘communication’ has been derived from the Latin word, ‘Communicare’ which means to impart or participate or to transmit. The word ‘Communicare’ is derived from the root ‘Communis’ which means to make common or to share. Communication is
 - 1) The activity or process of sharing or exchanging ideas, feelings, information, experience between two or more persons;
 - 2) An act or instance of transmitting the information actually communicated by some means.



Managerial communication

Is the process by which a manager in an organization shares ideas or information with other managers or members of their team. Depending on how well it is done managerial communication has a great impact on the staff morale, the achievement of company goals, and organizational culture.

Managerial communication refers to interaction among managers and their subordinates within an organization. It is essential for managers to communicate with their team members and vice versa to ensure maximum productivity and peace at workplace.



Stages of Communication

- Transmission of information, ideas and feelings.
- Process of communication: sender and receiver, how one receives rightly or wrongly.
- Correct interpretation and understanding of message is important for organizational effectiveness.
- Greater the understanding easier it will be to accomplish goals.



Business Communication:

- William G. Scott defines business communication as “Administrative communication is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals.”



- The definition covers 4 aspects of administrative communication, as follows:
- 1) The sender's ability to transmit his own ideas accurately.
- 2) The receiver's mental ability to get the same idea as were transmitted i.e. accurate replication.
- 3) The feedback or the receiver's response.
- 4) Eliciting action which will help to achieve the goals.



Functions of Communication

Communication

The transference and the understanding of meaning.

Communication Functions

1. Control member behavior.
2. Foster motivation for what is to be done.
3. Provide a release for emotional expression.
4. Provide information needed to make decisions.



PROCESS OF COMMUNICATION

- 1) An idea arises in the mind of the sender, which he wants to share.
- 2) The sender encodes the idea in the form of a ‘message’.
- 3) The sender chooses some medium / channel to put across the message.
- 4) The receiver receives the message
- 5) The receiver decodes – absorbs, understands, interprets the message.
- 6) The receiver sends feedback or his response.

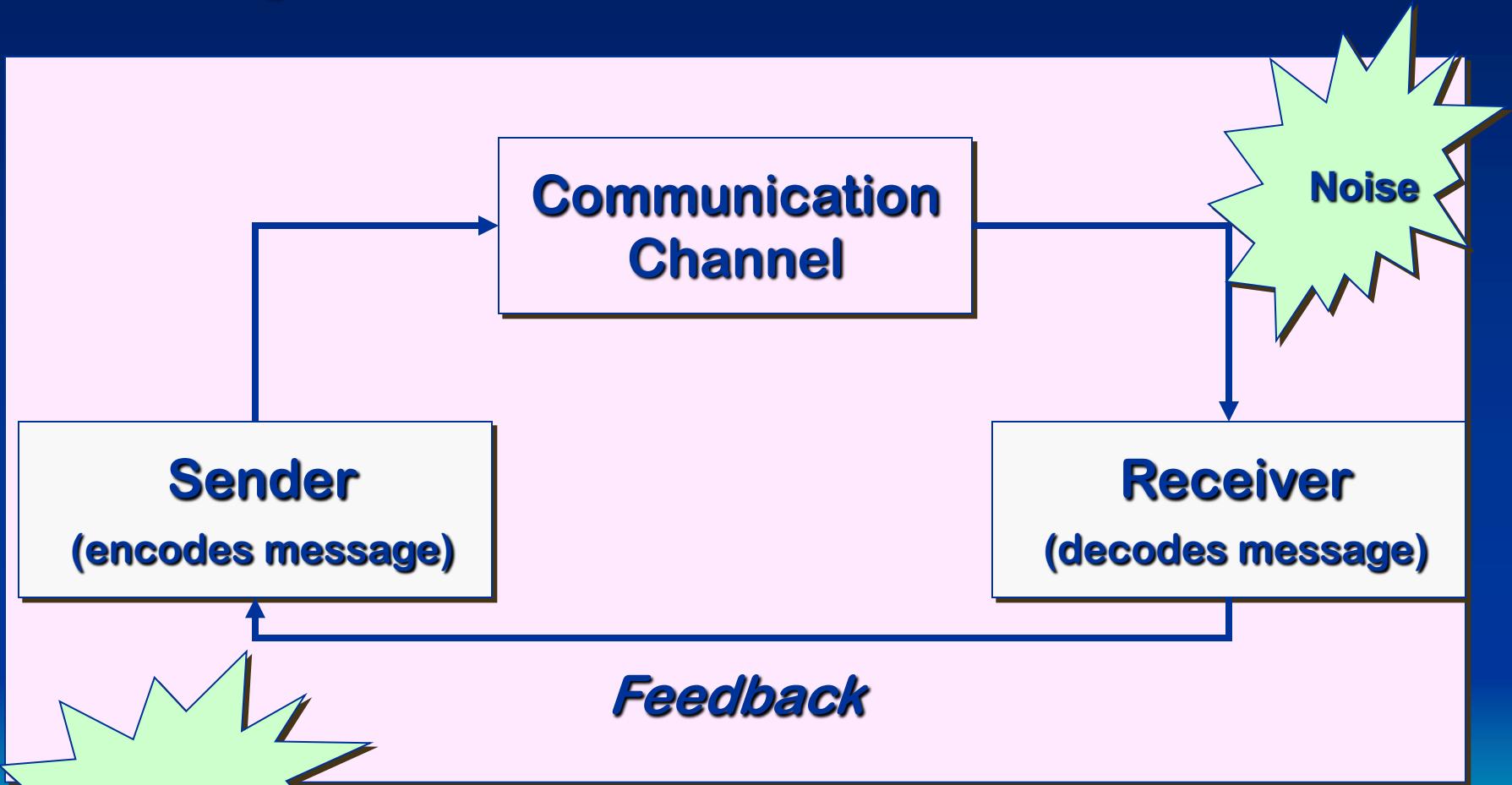


Elements of the Communication Process

- The sender
- Encoding
- The message
- The channel
- Decoding
- The receiver
- Noise



The Organizational Communication Process



The Communication Types

- **Two-way Communications**
 - Communication channels that provide for feedback e.g. all discussion and dialogue.
- **One-way Communications**
 - Communication channels that provide no opportunity for feedback e.g. announcements and memos.



Need for Communication

- Managerial success.
- Correlation between rank and the amount of communication skill required.
- Greater the managerial responsibility, the more time and ability is needed for communication.
- To achieve coordinated action.
- To express feelings and emotions.
- To share information regarding
 - a) organizational goals.
 - b) task directions.
 - c) results of efforts.
 - d) decision making.

- Success of a manager is to communicate properly.
- Higher the rank more communication skill needs to be developed.
- Communication to many people is to get information right so that it is not misinterpreted.
- To have proper task coordination ,the next person who carries out the work has to be properly instructed.
- Communication is expressing feelings and emotions
- Manager has to be a good communicator to achieve organization goals, give directions, feed backs and reviews of meeting and take decision .

Signs of unsuccessful communication

- Not enough information is shared.
- People confused and are in dark
- Messages unclear and contradictory.
- People feel they have no opportunity for seeking clarification.
- Inconsistent communication.
- Communication blocked: information lost in the channel.



How to achieve effective communication:

- 1) Communicate for a purpose
- 2) Compose message with care
- 3) Study the receiver
- 4) Select appropriate medium
- 5) Provide feedback
- 6) Act promptly on receiving feedback.

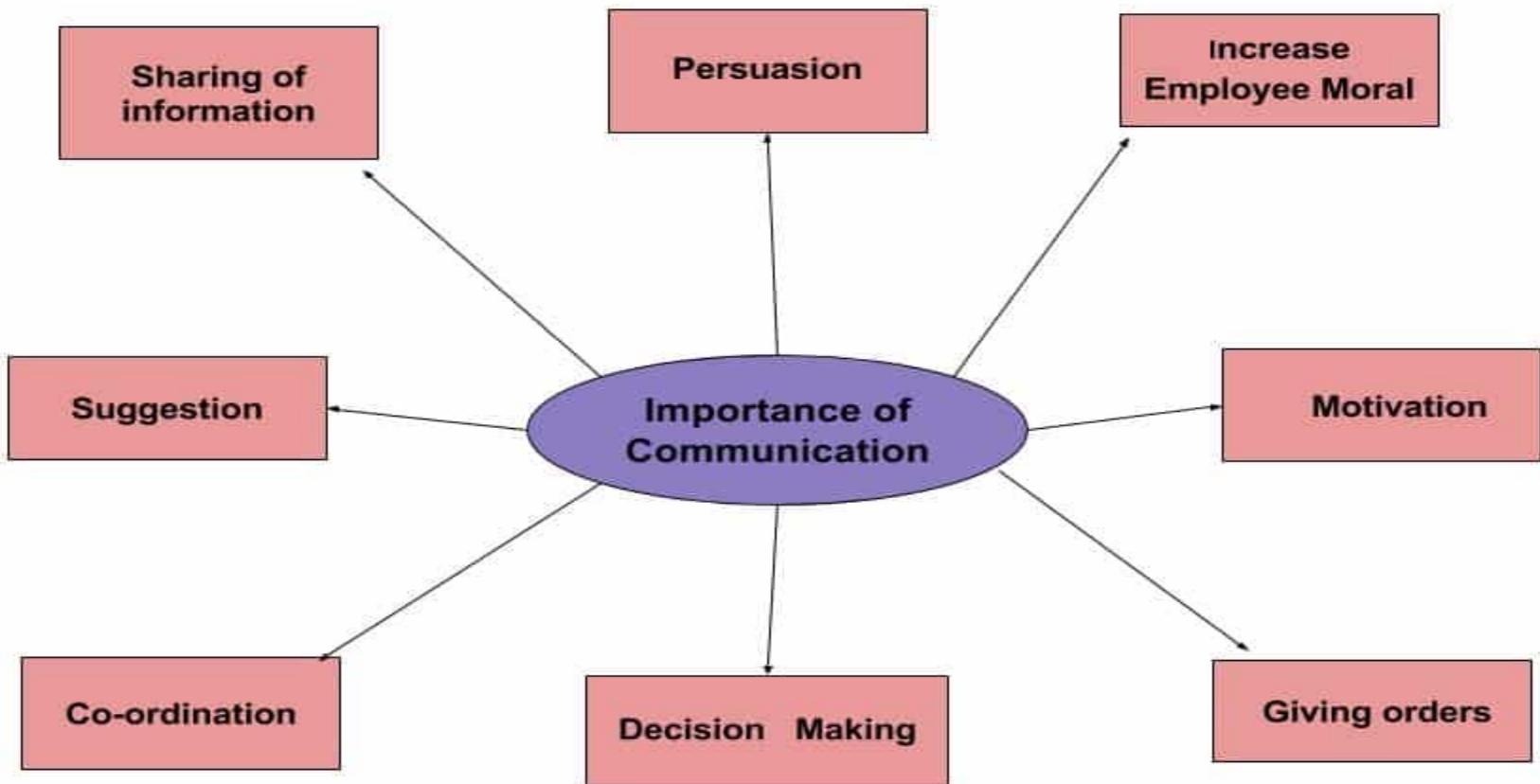


Benefits of effective communication

- 1. Healthy relations
- 2. Better performance
- 3. High morale
- 4. Good image unity
- 5. Reaching final goals
- 6. Smooth functioning
- 7. Greater efficiency
- 8. Higher productivity
- 9. Effective decision-making
- 10. Co-operation & Co-ordination



“The Art of Communication is the Language of Leadership”



1. Sharing of information

- Information consists of different kinds of messages, letters, assignments, audio-visual which has to be shared with the different departments in the organization to discuss important issues and to circulate different messages to the outsiders..
For Eg– Sign of No Smoking, Mobiles Switch off are displayed in the central part of an organization

2. Persuasion

- It is a skill by which the sender can make the receiver understand what exactly the information is about.

For Eg To sell any product effectively to the customer persuasive communication skill is very important to a salesman

3.Motivation

It plays a very crucial role in the organization which gives encouragement to the employees to increase their work efficiency

For eg – Complimentary letters were given to employees for their performance

4. Coordination

All activities are been coordinated inter-departmentally so smooth communication is very important.



5 .Decision making

No doubt decision is always taken by top management but it has to be taken by the involvement of middle-level management also so that the decision can be accepted by employees & workers easily.

For eg. –Involvement of departmental heads during the top management meeting

6. Giving Orders

An order is an autocratic kind of communication which flows from top to bottom which is used as a tool to improve employees behavior.

For Eg— Giving a written memo to employees if they continuously misbehave in an organization

7. Suggestion

It is a free kind of communication where there is no need for any expertise

For eg— Suggestion boxes in an organization.

8. Increase employees morale

The morale of employees can be increased by a continuous appreciation of their performances



Purpose Of Communication

- Communication to Inform
- Communication to Persuade



Barriers To Communication

- FILTERING
- SELECTIVE PERCEPTION
- DEFENSIVENESS
- LANGUAGE
- INFORMATION OVERLOADED
- DISTRACTIONS
- NOISE
- LACK OF PLANNING
- POOR LISTENING
- POOR RETENTION
- CULTURAL BARRIERS
- LACK OF TRUST

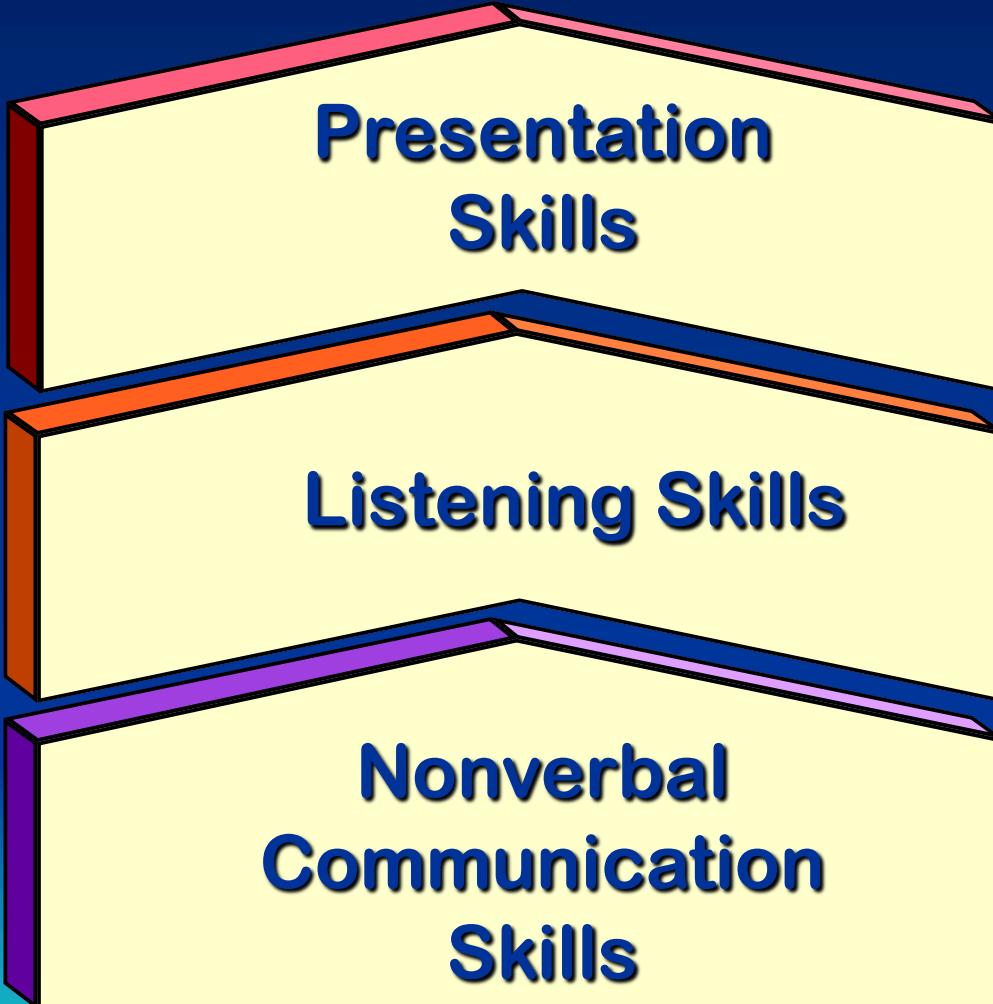


Signs of successful communication

1. People feel they have received enough information.
2. People feel messages and information received is accurate and clear.
3. People feel that the manager will listen to them and understand their expressed concerns.



Skills for Managing Communication



**Presentation
Skills**

Listening Skills

**Nonverbal
Communication
Skills**

Patterns of Organizational Communications

Downward Communication

Upward Communication

Horizontal Communication

Downward communication

- 1) To get the work done.
- 2) To prepare the workforce for challenges
- 3) To tackle misinformation & suspicion arising out of it .
- 4) To create a feeling of pride & confidence in the workforce, order to motivate it and to boost its morale.
- 5) To transmit work ethics & the organization's culture



Downward Communication

- Establishes linkage between people by flow of information.
- It is directive in nature.
- Provides information regarding jobs, specific information to new employees, practices and procedures.
- Example: Direct orders or instructions from top executives, speeches, manuals, handbooks, reports, newsletters, memos etc.



Upward communication

- 1) To forward employee-feedback
- 2) To report on official matters
- 3) To give voice on the difficulties, grievances, complaints, dissatisfaction, work related demands of employees
- 4) To invite suggestion, creativity & participation in problem solving
- 5) To create a sense of belonging through participation

Upward Communication

- It is **nondirective** in nature.
- Empowers employees and enables them to participate freely in decision making.
- Example
 - **Grievance** procedure
 - **Open door policy**
 - Counseling, attitude questionnaires and **exit interviews**
 - **Participative** techniques
 - The **ombudsperson**

Horizontal Communication

- Managers communicate with people in other departments outside their own chain of command
- It is also called lateral communication
- Henri Fayol's 'gangplank' mechanism



Horizontal / Lateral Communication

- 1) To exchange official information
- 2) To create understanding and team spirit among members
- 3) To solve difficulties
- 4) To seek and extend co-operation
- 5) To save time when quick decisions have to be made



Managerial Roles

- Interpersonal Roles
- Informational Roles
- Decisional Roles



Interpersonal Roles

- Managers act as leaders and figureheads
- Interacts with supervisors, subordinates, peers, suppliers and customers.
- Study shows that managers spend
 - 45% of time with subordinates,
 - 45% time with people outside unit,
 - 10% time with superiors.



Informational Roles

- Managers seek information from subordinates, peers, suppliers, personal contacts, etc.
- They also provide information to superiors, peers and people outside the organization.



Decisional Roles

- Manager's allocate resources, implement new projects and handle *disturbances*.
- Manager's decisions are also based on information communicated by others.
- It is important for a Manager to communicate the decision to others.



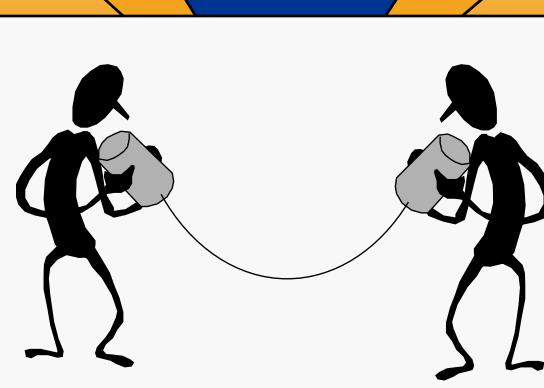
Managing Organizational Communications

**Face-to-Face
Communication**

**Electronic
Communication**

**Written
Communication**

**Informal
Communication**



COMMUNICATION STYLES

- A *passive* communicator prioritizes the needs of others, even at their own expense. This often leads to being taken advantage of and having their own needs disregarded by others as well.
- An *assertive style* emphasizes the importance of all parties needs and is defined by confidence and the willingness to compromise.
- *Aggressive* communication, also referred to as violent communication, disregards any other parties involved and consists of constant disrespect, interrupting, and domination.

Nonverbal Communication Skills

- Nonverbal communication skills are essential for sending and decoding messages with emotional content.
- Dimensions of nonverbal communication:
 - Body movements and gestures
 - Eye contact
 - Touch
 - Facial expressions
 - Physical distance
 - Tone of voice



Non Verbal Communication

- Body Language
- Paralanguage





ACTIONS SPEAK LOUDER THAN WORDS
*Even when we don't talk, we unconsciously let
our mood, thoughts, attitude and emotions
out.....*

*The most expressive part of the body:
EYES*

The eyes are a window to the soul



The next source of information FACE.

*Face is a book where men may read
strange matters*

- Highly flexible
- Spontaneous reactions

Just through our facial expressions we can express our:

- Respect for others
- Attitude
- Feelings
- Overall Personality



The Rock of Gibraltar

- Strong stable personality
- Confident
- Awaiting a positive message
- Comfortable
- Good self esteem
- Authoritative
- Leader type



Superiority

- Overestimates himself
- Casually waiting
- Relaxed
- Will not wait too long
- Showman
- 'Let me see' attitude



Boredom

- Bored
- Tired
- Waiting
- Regretting why he/she came here
- Worried
- Anxious of outcome
- 'What is all this mess I see?'



Astonishment

- Oh my god!
- This could not happen
- Surprised
- Causing worry
- Can this happen to me?
- Have I missed the boat?
- Oh I forgot something

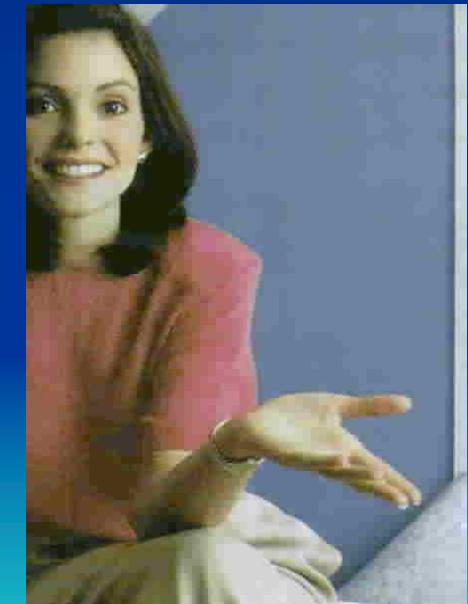


Defensive

- How is it my fault?
- What can I do about it?
- I'm helpless
- I'm all alone
- Why do you blame me?
- I'm hardly in the picture



Examples



Examples



FEAR



DISBELIEF



TRYING TO UNDERSTAND



ANGER



AUTHORITATIVE



REASSURE/
SYMPATHISE



HAPPY



DEFENSIVE



FRANK & OPEN

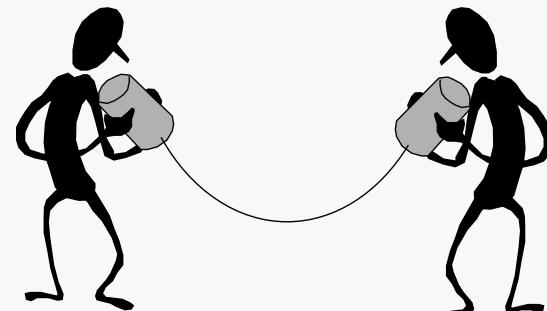
Managing Organizational Communications

**Face-to-Face
Communication**

**Electronic
Communication**

**Written
Communication**

**Informal
Communication**



Thank You



PERSONALITY,ATTITUDE AND EMOTIONS

What is Personality?

personality

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



Personality Traits

personality traits

Enduring characteristics that describe an individual's behavior.

Personality Determinants

- **Heredity**
- **Environment**
- **Situation**

The Myers-Briggs Type Indicator

Myers-Briggs Type Indicator (MBTI)

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

Personality Types

- Extroverted or Introverted (E or I)
- Sensing or Intuitive (S or N)
- Thinking or Feeling (T or F)
- Perceiving or Judging (P or J)

Sixteen Primary Traits

1. Reserved	vs.	Outgoing
2. Less intelligent	vs.	More intelligent
3. Affected by feelings	vs.	Emotionally stable
4. Submissive	vs.	Dominant
5. Serious	vs.	Happy-go-lucky
6. Expedient	vs.	Conscientious
7. Timid	vs.	Venturesome
8. Tough-minded	vs.	Sensitive
9. Trusting	vs.	Suspicious
10. Practical	vs.	Imaginative
11. Forthright	vs.	Shrewd
12. Self-assured	vs.	Apprehensive
13. Conservative	vs.	Experimenting
14. Group dependent	vs.	Self-sufficient
15. Uncontrolled	vs.	Controlled
16. Relaxed	vs.	Tense

extroversion

A personality dimension describing someone who is **sociable, gregarious, and assertive.**

agreeableness

A personality dimension that describes someone who is **good-natured, cooperative, and trusting.**

conscientiousness

A personality dimension that describes someone who is **responsible, dependable, persistent, and organized.**

The Big Five Model

openness to experience

A personality dimension that **characterizes someone in terms of imaginativeness, artistic, sensitivity, and intellectualism.**

emotional stability

A personality dimension that characterizes someone as **calm, self-confident, secure** (positive) **versus nervous, depressed, and insecure** (negative).

Major Personality Attributes Influencing OB

- Locus of control
- Machiavellianism
- Self-esteem
- Self-monitoring
- Propensity for risk taking
- Type A personality



Locus of Control

locus of control

The degree to which people believe they are masters of their own fate.

internals

Individuals who believe that they control what happens to them.

externals

Individuals who believe that what happens to them is controlled by outside forces such as luck or chance.



Machiavellianism

Machiavellianism

Degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means.

cunning, scheming no moral principles

Conditions Favoring High Machs

- Direct interaction
- Minimal rules and regulations
- Distracting emotions

Self-Esteem and Self-Monitoring

self-esteem

Individuals' degree of liking or disliking themselves.

self-monitoring

A personality trait that measures an individual's ability to adjust his or her behavior to external, situational factors.



Risk-Taking

- High Risk-taking Managers
 - Make quicker decisions.
 - Use less information to make decisions.
 - Operate in smaller and more entrepreneurial organizations.
- Low Risk-taking Managers
 - Are slower to make decisions.
 - Require more information before making decisions.
 - Exist in larger organizations with stable environments.
- Risk Propensity
 - Aligning managers' risk-taking propensity to job requirements should be beneficial to organizations.

Personality Types

Type A personality

Aggressive involvement in a chronic, incessant struggle to achieve more and more in less and less time and, if necessary, against the opposing efforts of other things or other people.



Personality Types

Type A's

1. are always moving, walking, and eating rapidly;
 2. feel impatient with the rate at which most events take place;
 3. strive to think or do two or more things at once;
 4. cannot cope with leisure time;
 5. are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.
-

Type B's

1. never suffer from a sense of time urgency with its accompanying impatience;
2. feel no need to display or discuss either their achievements or accomplishments unless such exposure is demanded by the situation;
3. play for fun and relaxation, rather than to exhibit their superiority at any cost;
4. can relax without guilt.

Achieving Personality-Job Fit

personality-job fit theory

Identifies six personality types and proposes that the fit between personality type and occupational environment determines satisfaction and turnover.

Personality Types

- Realistic
- Investigative
- Social
- Conventional
- Enterprising
- Artistic

Attitudes

attitudes

Evaluative statements or judgments concerning objects, people, or events

cognitive component of an attitude

The opinion or belief segment of an attitude.

affective component of an attitude

The emotional or feeling segment of an attitude.

behavioral component of an attitude

An intention to behave in a certain way toward someone or something.

Types of Attitudes

job involvement

The degree to which a person identifies with his or her job, actively participates in it, and considers his or her performance important to self-worth.



organizational commitment

The degree to which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization.



The Theory of Cognitive Dissonance

cognitive dissonance

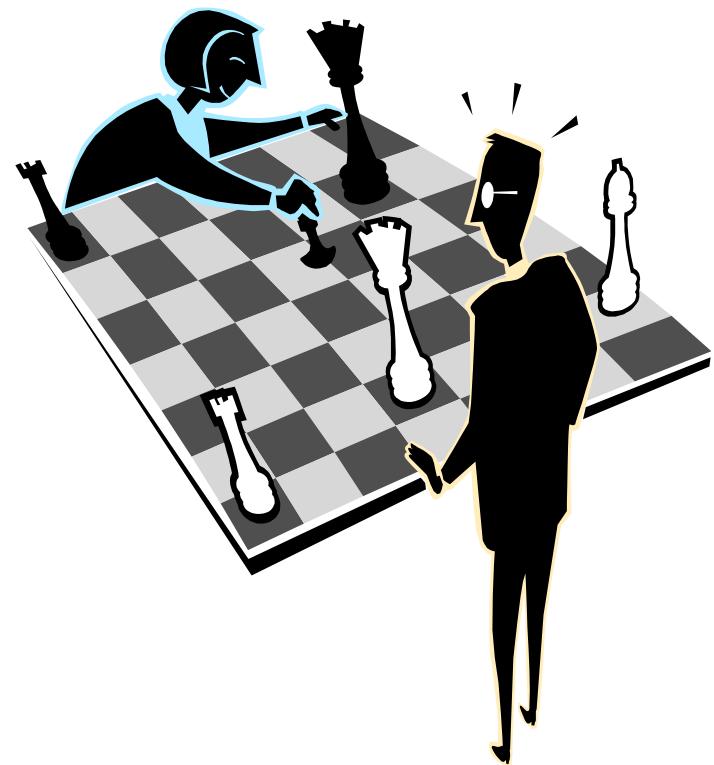
Any **incompatibility between two or more attitudes** or between behavior and attitudes.

Desire to reduce dissonance

- Importance of elements creating dissonance
- Degree of individual influence over elements
- Rewards involved in dissonance

Self-Perception Theory

Attitudes are used after the fact to **make sense out of an action that has already occurred.**



An Application: Attitude Surveys

attitude surveys

Eliciting responses from employees through questionnaires about **how they feel about their jobs, work groups, supervisors, and the organization.**



How Employees Can Express Dissatisfaction

exit

Dissatisfaction expressed through behavior directed toward leaving the organization.

loyalty

Dissatisfaction expressed by passively waiting for conditions to improve.

voice

Dissatisfaction expressed through active and constructive attempts to improve conditions.

neglect

Dissatisfaction expressed through allowing conditions to worsen.

Job Satisfaction and OCB

- Satisfaction and Organizational Citizenship Behavior (OCB)
 - Satisfied employees who feel fairly treated by and are trusting of the organization are more willing to engage in behaviors that go beyond the normal expectations of their job.



What Are Emotions?

Affect

A broad range of emotions that people experience.

Emotions

Intense feelings that are directed at someone or something.

Moods

Feelings that tend to be less intense than emotions and that lack a contextual stimulus.

What Are Emotions? (cont'd)

emotional labor

A situation in which an
employee expresses
organizationally desired
emotions during
interpersonal transactions.



Felt versus Displayed Emotions

felt emotions

An individual's actual
emotions.

displayed emotions

Emotions that are
organizationally required and
considered appropriate in a
given job.



Facial Expressions Convey Emotions

Guess
which
emotion
I'm
feeling
now!



Source: S. E. Taylor, L. A. Peplan, and D. O. Sears, *Social Psychology*, 9th ed. (Upper Saddle River, NJ: Prentice Hall, 1997), p. 98. Photographs by Paul Eikman, Ph.D. Used with permission.

Emotion Continuum

- The closer any two emotions are to each other on the continuum, the more likely people are to confuse them.



Source: Based on R. D. Woodworth, *Experimental Psychology* (New York: Holt, 1938).

Gender and Emotions

- Women
 - Can show greater emotional expression.
 - Experience emotions more intensely.
 - Display emotions more frequently.
 - Are more comfortable in expressing emotions.
 - Are better at reading others' emotions.
- Men
 - Believe that displaying emotions is inconsistent with the male image.
 - Are innately less able to read and to identify with others' emotions.
 - Have less need to seek social approval by showing positive emotions.

Transactional Analysis



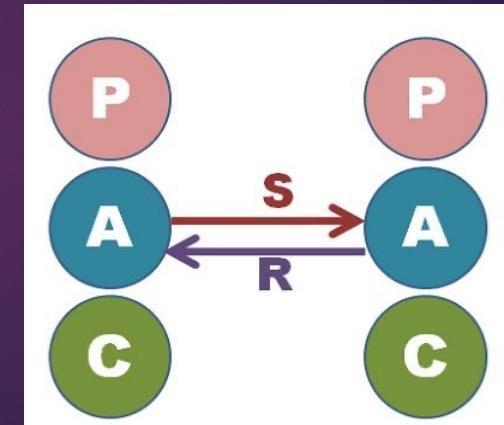
- ▶ Transactional Analysis (TA) is a theory developed by psychiatrist Eric Berne that focuses on understanding human behavior and communication patterns.
- ▶ TA is a powerful tool for Human Resource (HR) professionals, who can use it to identify and address communication and relationship issues within the workplace.
- ▶ One of the key concepts of TA is the ego state, which refers to the different parts of a person's personality that are activated in different situations. There are three ego states: Parent, Adult, and Child.
- ▶ The Parent ego state represents learned behaviors and attitudes from our own parents or authority figures, while the Child ego state represents our own emotions, thoughts, and behaviors as a child. The Adult ego state represents our rational and objective thinking.
- ▶ **Transactional Analysis is also useful in the treatment of psychological disorders, is an important part of counseling, and coaching**

The **Transactional Analysis** refers to the psychoanalytic process wherein the interpersonal behaviors are studied. In other words, a social psychological model that talks about the personal growth and personal change, i.e., identifying the ego states of each individual to understand their behaviors and altering them to solve the emotional problems.

- ▶ a) Parent Ego State: Do not cross the road unless you are holding my hand.
 - ▶ Never forget to respond with “thank you” after someone helps you with something.
 - ▶ Never play with sharp objects.
-
- ▶ b) Adult Ego-States: Adult refers to the period when a child acquires the ability to notice and comprehend situations that differ from what they felt (Child) or observed (Parent). As the final ego state, Adult acts like a data processing center that takes information from the different ego states and uses them to reach a decision. The Adult is responsible for validating data that has been stored within the Parent. Examples include:
 - ▶ Max cut his finger and needed stitches when playing with a knife. Mum was right when she said Max shouldn't play with any sharp objects.
 - ▶ A person in the Adult Ego-State is often straightforward in their approach, is interested in the conversation without being judgmental, and will know how to use logic in conflicting situations
 - ▶ *“Oh! I must not get angry but work on finding a solution. What is truly making me angry though?”*
-
- ▶ c) Child Ego-State : Child consists of recordings in the brain of all internal events (emotions or feelings) that are precisely related to any external event a child has observed through his/ her initial five years of life. Examples of recorded events during this state include:
 - ▶ Anytime mum hugs me, I feel loved.
 - ▶ When mum is sad, I feel sad.
 - ▶ The movie I watched yesterday afternoon with mum was frightening.

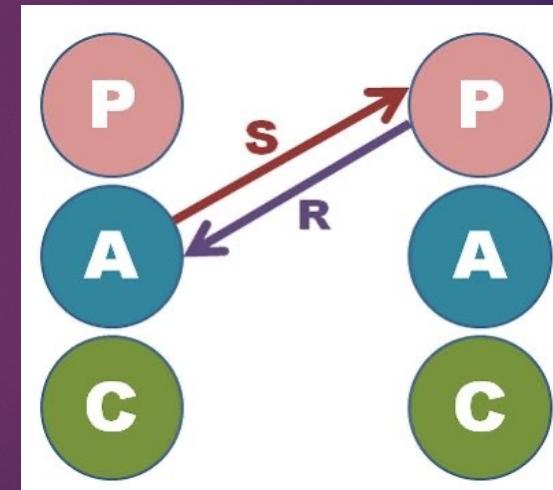
Analysis of Transactions

- ▶ **Definition:** The interactions between people give rise to the Social **Transactions**, i.e. how people respond and interact with each other depends on their ego states.
- ▶ **1. Adult-Adult Transaction:** The manager acts with the adult ego state, who tries to clarify and inform employees about the issues and has a concern for the human needs and facts and figures. I am O.K. you are O.K is his life position. This is an ideal transaction.



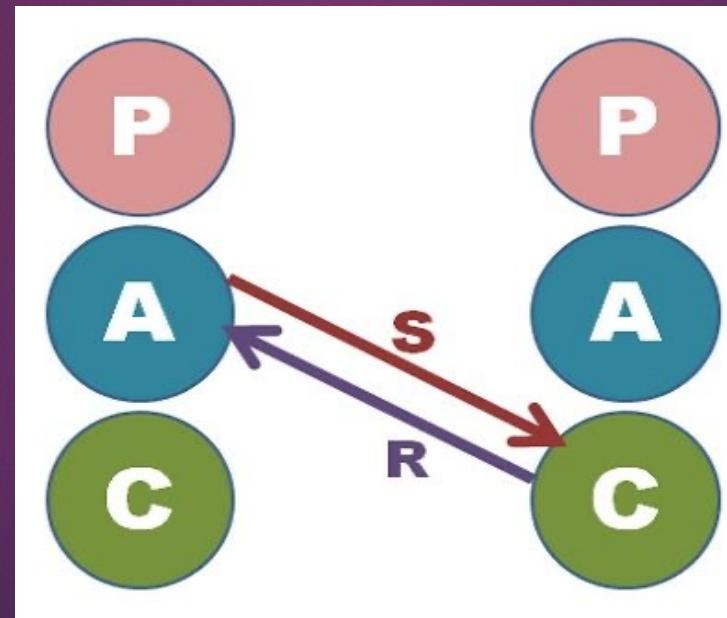
2. Adult-Parent Transaction

- ▶ **Adult-Parent Transaction:** Here, the manager tries to implement the information being processed by him, but rather the employees with the parent ego stick to the clichés and the rules of the past. The employee tries to control the manager with his parent ego but is temporary.



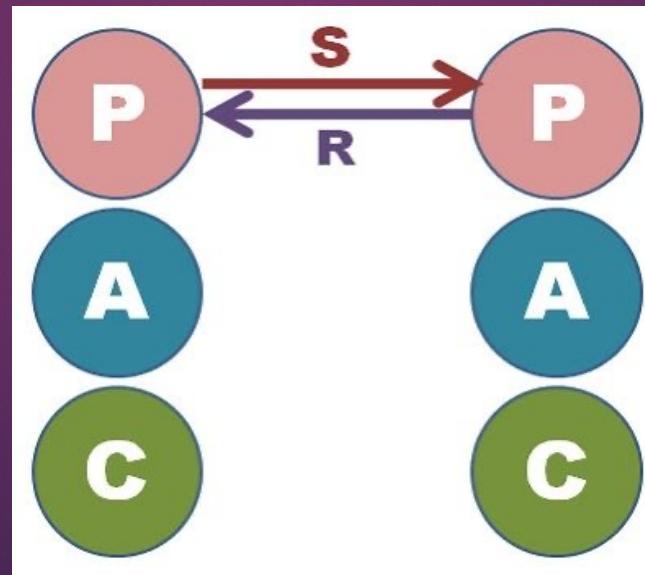
3. Adult-Child Transaction

- ▶ **Adult-Child Transaction:** Here the employee possesses the child ego state, and this can be effective only if the manager knows about it and let his employees to be in this state to be creative.

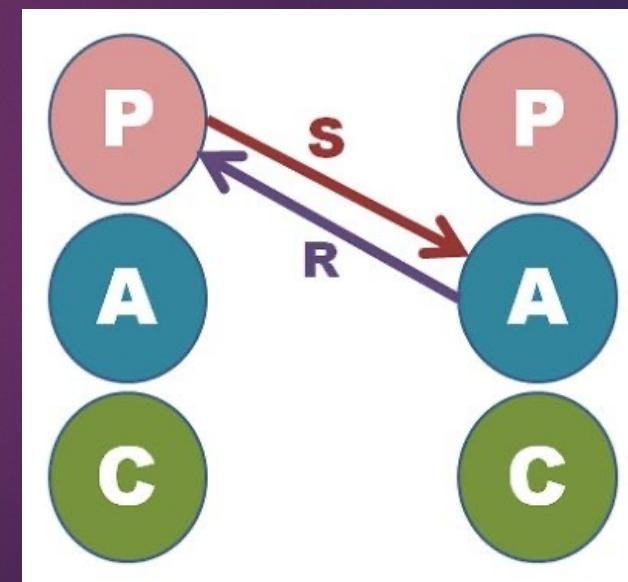


4. Parent-Parent Transaction

- ▶ **Parent-Parent Transaction:** Here the manager is in the parent ego, and his life position is I am O.K. you are not O.K. Reprimand, reward, criticism, rules, praise, etc. will be the sources used by him. This transaction is effective only if the employee supports him and join forces with him.

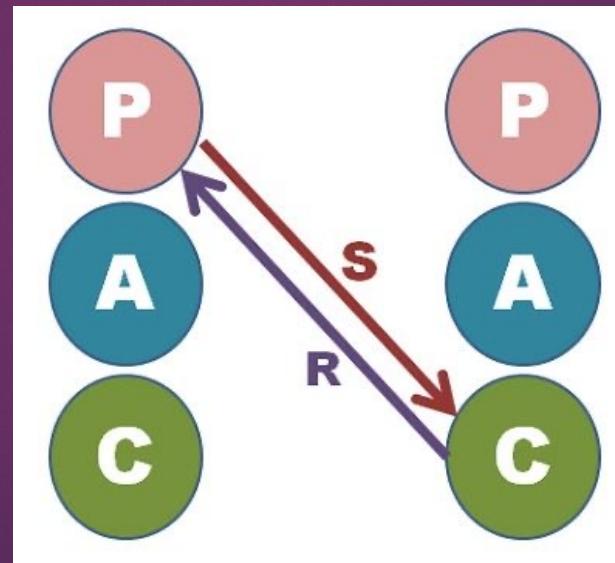


5. Parent-Adult Transaction: Here, both manager and employee might be frustrated. The manager may feel devastated if the employee does not perform as directed while, the employee may feel irritated because the manager is not acting with the adult ego.



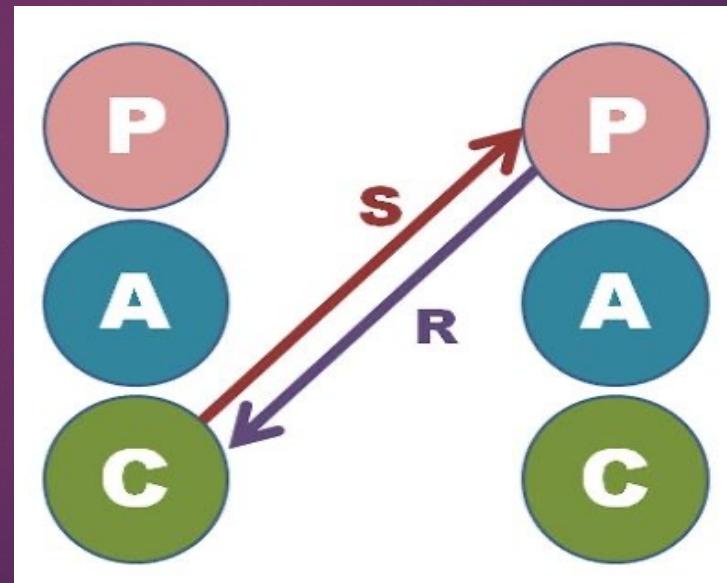
6. Parent-Child Transaction

- ▶ **Parent-Child Transaction:** This is the ideal situation if the manager acts with adult ego while the employee is in child ego. The employee may find this transaction advantageous as it eliminates the responsibility and pressure on them.



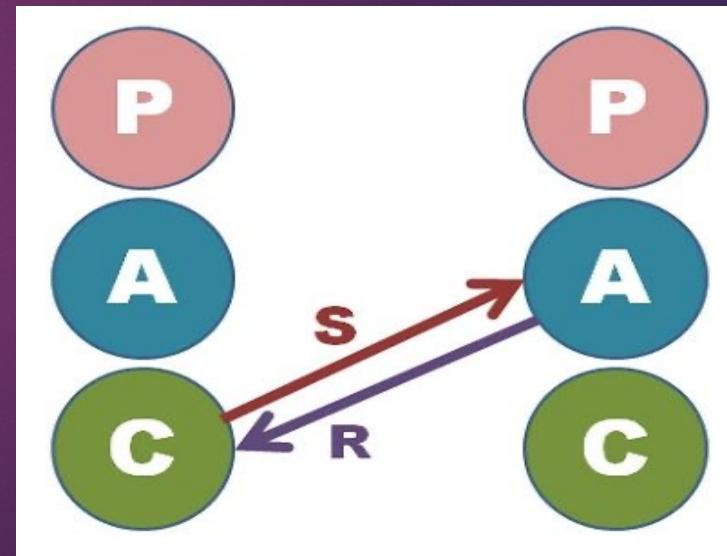
7. Child-Parent Transaction

- ▶ **Child-Parent Transaction:** The manager in the child ego might not contribute efficiently towards the effectiveness of management. Although the child ego is characterized by creativity, it does not suffice the role of a manager. Here, the employee controls the manager.



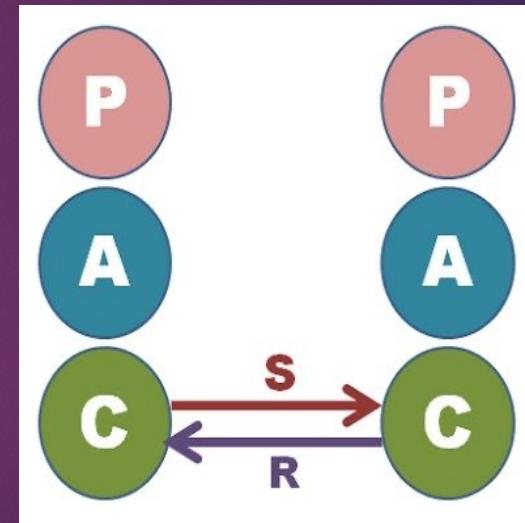
8. Child-Adult Transaction

- ▶ **Child-Adult Transaction:** There is a lack of rationality when a manager acts with a child ego. Here, the employee in the adult ego gets discouraged as he wants to make logical and realistic decisions, but the manager may land up to the unrealistic decisions made on the basis of whims, fancies and emotions.



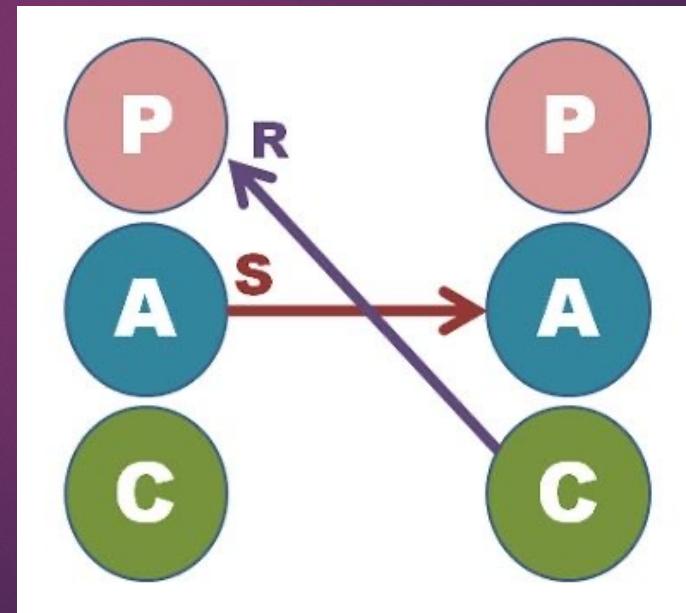
9. Child-Child Transaction

- ▶ **Child-Child Transaction:** The manager acting with child-child ego is inefficient to lead his employees successfully and hence turn out to be the liability to the firm.



Non-Complementary Transactions

- ▶ **Non-Complementary Transactions:** A transaction is said to be non-complimentary or crossed when the person sending the message does not get the predicted response, or the stimulus and response lines are not parallel.



Parent Ego State

- ▶ There are moments when you behave in your current state just the way your Parents would do. **The Parent Ego-State is about the behaviors and feelings that were copied from your parents or from your early caregivers.**
- ▶ *In the case of Emily, she would probably be copying her dominant behavior and using it without consideration towards her partner.*
- ▶ Parents, when in their role, are quite critical in their behavior towards the child.
- ▶ **They give us a set of instructions which may often sound like -**
- ▶ “Don’t do this...”
- ▶ “Always do this...”
- ▶ “Be this...”
- ▶ “Stop doing this...”
- ▶ Their non-verbal communication **may tend to be protective (gestures) or nurturing (hugs).**
- ▶ A person in this Ego-State as an adult may **tend to be highly critical, judgmental, often deciding for others, protective, nurturing, etc.**

Adult Ego-States

- ▶ When a person is in the Adult Ego-State, he/she displays behaviors that are directly related to the here-and-now situation. The individual is free to choose their response without being influenced by any other Ego-State. He/she will look for solutions in the most effective and rational manner without being too emotional about a situation.
- ▶ A person in the Adult Ego-State is often straightforward in their approach, is interested in the conversation without being judgmental, and will know how to use logic in conflicting situations.
- ▶ A person in this Ego-State tends to question different sides to a situation such as the what and why, where, and know what he/she sees versus what opinions they hold.

Child Ego-State

- ▶ A person in this Ego-State displays behaviors, feelings or may think about situations while being influenced by their thoughts as replayed in childhood.
- ▶ If you had to ask Emily, “*Does this situation resonate with something in your childhood?*” Emily would have answered, “*Yes, every time I wanted my mother’s attention, I used to throw my toys and sulk.*”
- ▶ A person in this Ego-State may display rebellion, delight, whining, sulking (brood), panic, fear, or even a lot of laughter.
- ▶ A person is never consciously aware of their Three Ego-States. Every person re-experiences a part of the Parent Ego-State or the Child Ego-State to base their communication in the present situation.
- ▶ Had Emily to use her Adult Ego-State, she could have thought, **“Oh! I must not get angry but work on finding a solution. What is truly making me angry though?”**
- ▶ Eric Berne outlines the presence of the Three Ego-States in daily life. A person will always find the use of traffic rules for instance as highly beneficial in life. These are derived from the Parent Ego-State. The Child Ego-State is beneficial to keep one’s creativity and intuitive skills active.
- ▶ An Adult Ego-State helps one to make decisions based in the present moment to resolve problems with greater accuracy without displaying any influenced behaviors from other Ego States.

Life Positions

- ▶ Eric Berne highlighted that a person's life and its results are pre-decided based on the first 5 years of a person's life. You may wonder how can a person base their life story on something that happened way back in growing-up years.
- ▶ Life Positions is thus an interesting theory that brings attention to our psychological patterns of thinking, feeling, and behaving. Our decisions are based on the responses we receive from parents or parental figures. These form convictions about the self and the world. A child tends to make this decision early on based on messages which may be verbal or non-verbal that are received during the early years.
- ▶ However, Life Positions are not permanent and can be altered through counselling or therapy, helping a person free themselves from self-limiting beliefs to embrace a new life story for themselves.

- ▶ **The Life Convictions formed are as follows:**
- ▶ I am OK
- ▶ I'm not OK
- ▶ You're OK
- ▶ You're not OK

- ▶ **a) I'm Ok, you're Ok**
- ▶ This is often defined as a winning Life Script. Here, a child is comfortable with self and the world. He/she knows they are lovable and will grow up to trust others, have long-lasting meaningful relationships. They have a good attitude and give and receive trust.
- ▶ **b) I'm not Ok, you're Ok**
- ▶ A child here often considers themselves on the losing end. They firmly believe in this and create life stories that bring more misery. An individual feels the need to please others while feeling victimized. They often show more support to other people's strength instead of their own.
- ▶ **c) I'm Ok, you're not Ok**
- ▶ An infant grows up thinking he/she is above the others. Such a child becomes an adult focused on his own 'wants' while stepping over others. This adult may tend to project their problems on others, and play the blame-game. A person like this always makes others feel inferior while feeling 'okay' about themselves.
- ▶ **d) I'm not OK, you're not OK**
- ▶ When a child decides this Life Position, the child has an internal struggle with self and the world as well. They end up creating a life of misery while not believing in self and taking decisions that put them in the spot of being a victim. A person feels frustrated and hopeless. Such a person may withdraw or even injure themselves.
- ▶ These positions represent a specific stance taken by an individual that is all about how he/she perceives self and others.

How does Transactional Analysis help an individual

- ▶ Self-reliance - capable of taking their own decisions in life
- ▶ Identifying areas of improvement in communication with self and others
- ▶ Knowing where to modify behaviours
- ▶ Understand messages that influenced behaviour, remove limiting beliefs
- ▶ Develop a better understanding of people
- ▶ Raise self-awareness towards situations, respond before reacting
- ▶ Develop the capacity to view situations from Adult state
- ▶ Work upon own Life Script, make the changes to achieve goals

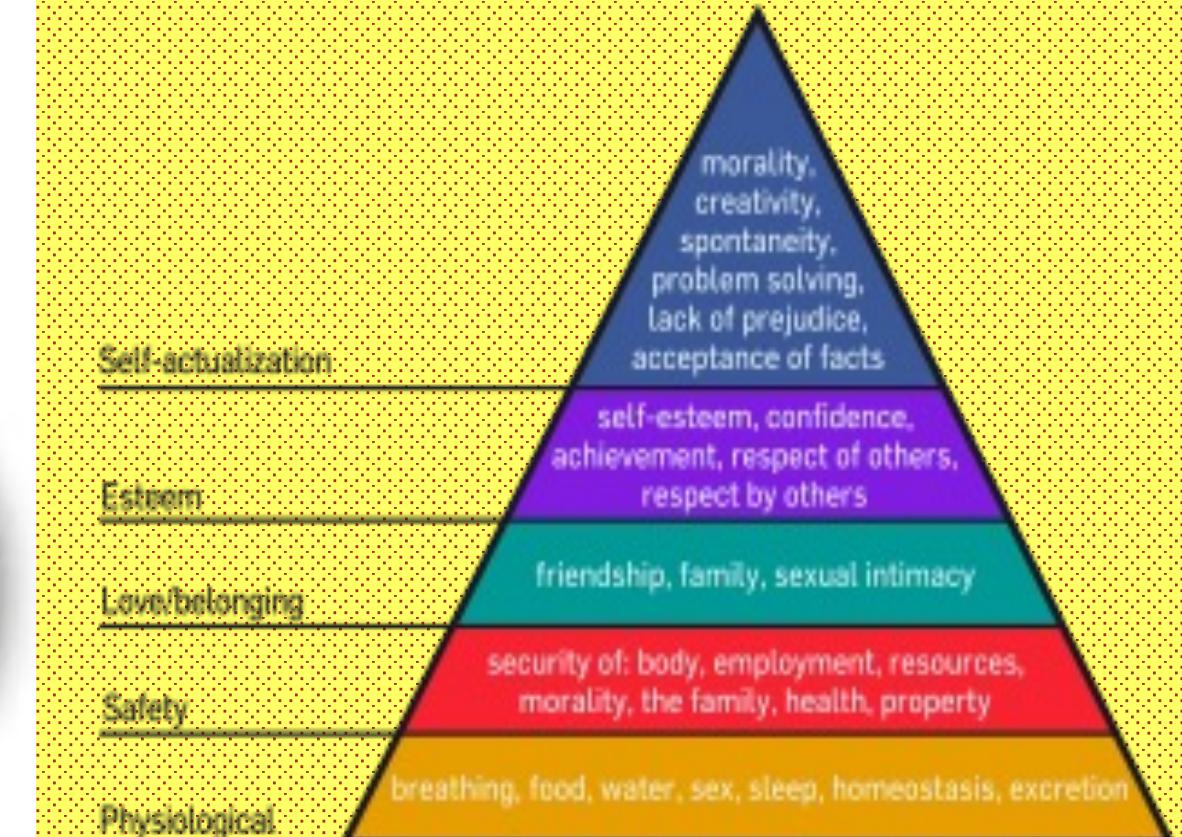
Transactional Analysis is beneficial for

- ▶ **Personal Development** - it creates people who are highly self-aware and responsible in life, brings focus on personal and professional goals
- ▶ **Jobs** - TA is beneficial at work as you learn techniques to manage interpersonal communications, encourage team building, and more
- ▶ **Business** - A businessperson learns to manage situations through self-awareness, make decisions based on the here-and-now



Self Esteem, Self Efficacy,
Self Concept.

Self-Esteem



Self- Efficacy/ Worth

- ▶ refers to an individual's perception of his or her own worth or value.
- ▶ Self-efficacy is the confidence in one's abilities while self-respect is the belief that one is deserving of happiness, achievement, and love.
- ▶ **Self-efficacy refers to the set of beliefs we hold about our ability to complete a particular task.**
- ▶ **According to psychologist Albert Bandura, the first proponent of the concept, self-efficacy is the product of past experience, observation, persuasion, and emotion.**
- ▶ **Self-efficacy is linked to academic achievement and the ability to overcome phobia**

Determining Efficacy Judgments

Performance Outcomes

"Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task" (Bandura, 1977).



Verbal Persuasion

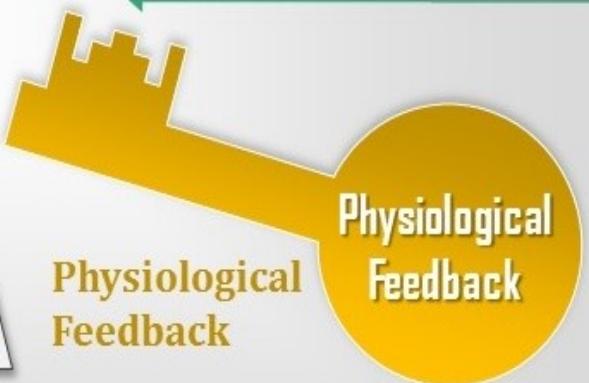
Verbal Persuasion

"Self-efficacy is influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform" (Redmond, 2010).



Vicarious Experiences

"People can develop high or low self-efficacy vicariously through other people's performances. A person can watch another perform and then compare their own competence with the other individual's competence" (Bandura, 1977).



Physiological Feedback

"People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy" (Bandura, 1977).



Self-Concept

- ▶ "Tell me who you are,"
- ▶ Our self-concept is also formed through our interactions with others and their reactions to us. The concept of the **looking glass self** explains that we see ourselves reflected in other people's reactions to us and then form our self-concept based on how we believe other people see us.
- ▶ This reflective process of building our self-concept is based on what other people have actually said, such as "You're a good listener," and other people's actions, such as coming to you for advice. These thoughts evoke emotional responses that feed into our self-concept. For example, you may think, "I'm glad that people can count on me to listen to their problems."
- ▶ Self-concept is how someone sees themselves and the perception that they hold about their abilities.
- ▶ The self-concept is also made up of a combination of **self-esteem** and **self-image**.

Self-Esteem

- ▶ **Self-esteem** refers to the judgments and evaluations we make about our self- concept. While self-concept is a broad description of the self, self-esteem is a more specifically an evaluation of the self.
- ▶ How we judge ourselves affects our communication and our behaviors

Characteristics of high self-esteem

- ▶ Willing to try new things in their life
- ▶ Can cope well under pressure
- ▶ Emotionally stable and confident
- ▶ Happy to share their ideas and experiences

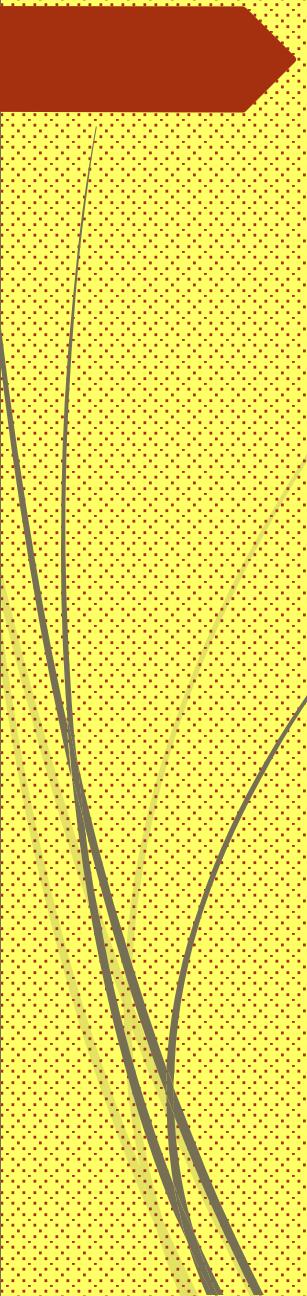
Characteristics of low self-esteem

- ▶ Feels worthless
- ▶ Reluctant to try new things
- ▶ Struggles in new or challenging circumstances
- ▶ Do not value their own opinions and sensitive to the opinions of others



Self-Image

- ▶ Self-image refers to the way an individual sees themselves, both physically and mentally. An individual's self-image is developed over time and influenced by the experiences they have encountered



Factors That Influence Self-Worth.

- Core beliefs and values
- Thoughts and feelings
- Emotions and mental well-being
- Experiences and interactions with others
- Relationships, both past and present
- Health and physical fitness
- Career and profession
- Activities and hobbies
- Community and social status
- Financial position
- Physical appearance
- Childhood experiences



Characteristics of a positive self-image

- ▶ Feels confident
- ▶ Compares themselves positively with peers
- ▶ Content with how they look and has belief in their own ability
- ▶ Positive feedback received from friends and family on looks and abilities



Characteristics of a negative self-image

- ▶ Doubts own ability
- ▶ Compares themselves negatively with peers and images on social media/TV/magazines
- ▶ Received negative comments from friends and family on physical appearance or mental ability

Short Film

► <https://www.youtube.com/watch?v=yi5E5a2Ky7k>

Persuasive topics

- ▶ Only main papers should be considered for grading
- ▶ Academics are the only criteria for individual success
- ▶ Rote learning is the best way to get good grades
- ▶ Conceptual clarity beats rote learning
- ▶ Sports can boost learning effectiveness
- ▶ The death penalty should be abolished
- ▶ Substance abuse is a cause of social evils
- ▶ Clothes define a person
- ▶ Jewelry defines your worth
- ▶ Fashion is an important part of society
- ▶ Certain fashion brands have a negative influence on society
- ▶ The fashion industry has the greatest influence on teenagers
- ▶ Celebrity-endorsed fashion brands are the best
- ▶ Happiness can be measured
- ▶ Goal setting is important for success
- ▶ Google is the death of libraries
- ▶ AI is the future of technology



Activity

- ▶ My friends think I'm awesome because...
- ▶ My classmates say I'm great at...
- ▶ I feel very happy when I...
- ▶ Something that I'm really proud of is...
- ▶ I make my family happy when I...
- ▶ One unique thing about me is...
- ▶ I like who I am because...
- ▶ I'm super at...
- ▶ I feel good about my...
- ▶ I mean a lot to...
- ▶ I think I'm a pretty good...
- ▶ Something I really enjoy is...
- ▶ I really admire myself for...
- ▶ My future goals are...
- ▶ I know I can achieve them because I'm...
- ▶ I'm naturally gifted at...
- ▶ Others often praise my...