

## Applications of Psychology

Psychology : It is the scientific study of the mind, behaviour and emotions. It studies processes that occur consciously and sub-consciously, as well as feelings and thoughts.

### Branches of psychology :

① Cognitive psychology - investigated internal mental process including problem solving, memory, learning and language.

It deals with how people think, perceive, communicate, remember and learn.

Cognitive psychology aims to improve memory, increase the accuracy of decision making or how to set up educational programs to boost learning.

② Forensic psychology - It applies psychology to criminal investigation and the law.

- It involves assessing the psychological factors that might influence a case or behaviour and presenting the findings in court.

- Some factors which may be directly related to a crime's motive are mental illness, depression, aggressive behaviour, lack of self-control and deviant behaviour.

③ Social psychology - The branch of psychology that uses scientific methods to understand how social influence impact human behaviour.

- It explains how feelings, behaviour and thoughts are influenced by the actual, imagined or implied presence of others

- This field focuses on group behaviour, social perception, non-verbal

behaviour, conformity, aggression, prejudice and leadership

Conformity - a type of social influence involving a change in belief or behaviour in order to fit in with a group.

Prejudice : negative preconceptions or attitude towards specific members of a group.

④ Developmental Psychology : It deals with systematic psychological changes that a person experiences over his lifespan. It is often synonymous with human development

- Some major factors are motor skills, problem solving ability, moral understanding, acquiring language, emotions, personality
- Field focuses on learning through experience

\* Sigmund Freud's theory of id, ego and superego

Id : The id constitutes the most primitive, carnal and animalistic instincts of human beings. It deals with instinctive and unconscious actions, dominated by aggressive impulses.

Ego : The ego is the I that is conscious of itself as an I. The ego connects us to the real world. It mediates between the id and the superego. The ego comprises of conscious thought and deals with rationality.

Super-ego : It is the part of the ego, that has all the idealizations of the ego. It is the part of the personality in which the values of society are internalized. It is the part of us that contemplates between the 'shoulds' and the 'oughts' - ie what is morally. The super ego comprises of the conscience and the ego-ideal.

the conscience - comes from experience for which we have been punished - the conscience warns us when the id prompts us to do it again.

the ego ideal - to do what is morally right

The super-ego develops in us through the experience of the Oedipus complex.

Motivation : a feeling that initiates, guides and maintains goal-oriented behaviour.

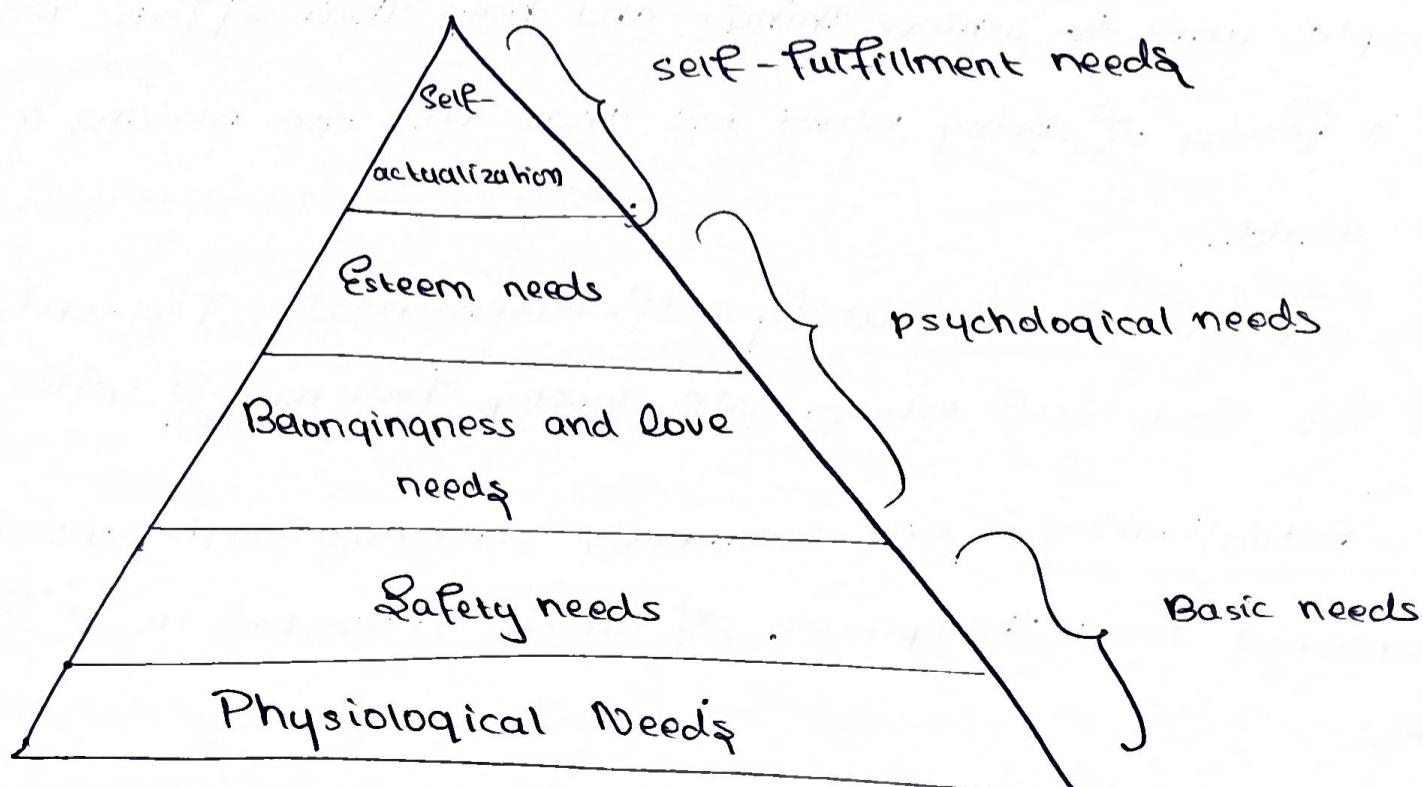
It is what drives us to do things / causes one to act.

Types of motivation :

Extrinsic, Instrumental  
Extrinsic motivation: motivation to perform an activity to earn a reward / avoid punishment. It is external factors like money / fame / grades that prompt one to complete a task.

Intrinsic Motivation: motivated to perform an activity for one's own sake and for personal rewards.

Maslow's Hierarchy of Needs - Theory of self actualization



• The 5 stage model can be divided into different types of needs like physiological, safety, belongingness and love needs, esteem and growth (self-actualization) needs.

• One must satisfy lower basic level needs before progressing on to meet higher level growth needs. Once these needs have been satisfied, one may be able to reach the highest level, called self-actualization

• Physiological needs: needs that are vital for survival, food, water, oxygen

• Safety needs: includes personal security, employment, health & wellness, safety against accidents, financial security

• Social Needs / Love and Belongingness Need : a sense of connection and belonging, friendships, relationships with family, intimate and romantic relationships

also includes social & community groups & group activities like clubs, religious organizations.

• Esteem Needs : respect, self-esteem, need for appreciation. People want to achieve things and have their efforts recognized. Need a feeling of being valued and that they are making a contribution to the world.

People who are able to satisfy self-esteem needs feel confident. Those who lack self esteem can develop feelings of inferiority

• Self - Actualization : self-awareness, concerned with personal growth, less concerned about the opinions of others, interested in fulfilling their potential.

full exploitation of talents, capabilities

## Emotional Intelligence

One's ability to recognize and understand emotions in himself / herself and others, and the ability to use this awareness to manage his / her behaviour or relationships

### IQ vs EI

- IQ score is derived from standardized tests designed to measure intelligence.
- relates to how well one can understand & apply info
- People with higher IQ can think abstractly and make mental connections more easily.

Emotional Intelligence EI = using emotions to enhance reasoning

- Those with high EI are able to manage their emotions well & use their emotions to facilitate their thinking.
- EI involves using emotions to determine the right response, <sup>to</sup> the right person, at the right time.
- EI does not involve just being nice. Suppressing emotions / giving free rein to emotions, attempting to be passive are also not what EI encompasses.

\* Space between stimulus & response

\* Psychology and social behaviour - Groups and group dynamics

Group - Several individuals who come together to accomplish a particular task or goal

Group Dynamics: attitudinal and behavioural characteristics of a group concerns & involves how groups form, the structure and process and how they function.

## Process of group development

1. Farming : grouping of individuals to achieve a common goal
2. storming : individuals of the group begin interacting with each other, develop some initial trust comfortable enough to express discomfort and challenging other's opinions
3. Norming : choosing a leader, assigning roles, resolution of interpersonal conflicts
4. Performing : a sense of belongingness is established, group is focused on the goal!
5. Adjourning : termination of group members separated.

## \* Importance of Groups in an Organization

1. Delegate tasks
2. Spark creativity
3. Share diverse opinions
4. Compromise
5. Combine skills

## \* Types of groups

1. Primary groups - family, friends
2. collectives - people drawn together by an activity / event but dissipate as soon as the event is over. e.g. football fans
3. categories : broad groups like Christians, Indians etc.
4. Social groups - group with a proper structure, working together to accomplish a goal.

## \* Need for groups

1. safety and security needs
2. social needs
3. esteem needs
4. power
5. identity + inclusivity

\* Cohesiveness : bonding of group members and desire to remain in the group

Cohesiveness means that the group works together as a single unit

It depends on how similar the team members are  
 the group's openness to new members  
 past group exercises

## Attitude and Behaviour

Attitude : a set of emotions, beliefs and behaviour towards a particular object / person / event.

Attitudes are the result of upbringing / experience

### Components of attitude : ABC

A : <sup>affective</sup> how you feel about something / someone

B : behavioural - how our attitude prompts us to act

C : cognitive - how one thinks about something

### \* What decides our attitude

- if one is an expert on the subject
- expecting a favourable outcome
- experiencing something personally before

## \* Katz's Functional theory of attitudes

20ms

- i. instrumental / utilitarian - tendency to develop favourable attitudes towards things that aid / reward us. e.g. favouring the political party that would advances one's economic lot
- ii. knowledge : attitudes provide for a meaningful, structured environment, attitudes give clarity & order
- iii Value-expressive : express basic values, to reinforce self-image.  
e.g. If one is a Catholic, reinforce the image by adopting Catholic beliefs
- iv. ego-defensive - attitudes meant to prevent us from acknowledging basic, harsh truths about ourselves, basically defense mechanisms  
Those with feelings of inferiority may develop an attitude of superiority.

\* Prejudice - A type of pervasive attitude, a prejudiced attitude predisposes us to react either in a favourable or more usually unfavourable ways towards a group or its members.

## \* cognition

IQ

problem solving, analysis  
logic perception

## emotion

EQ

the way we react to analysis,  
cognition brings out emotion

# End Semester Examination

## Applications of Psychology

### Unit 1: Psychology of an Individual

- \* Psychology: → scientific study of mind, behaviour & emotions
  - studies processes that occur consciously and sub-consciously like feelings and thoughts
  - psyche = soul in Greek
- \* Mental processes → experiences that are unique to the person having them
- \* Experiences → highly subjective in nature
  - also depend on internal & external factors
- \* Behaviour → responses or reaction to the activities that one engages in.
- \* Attitude and Behaviour:
 

Attitude: a set of emotions, beliefs and behaviour towards a particular object / person / event.

Components of attitude:

  - A → affective → how one feels about someone / something
  - B → behavioural → how our attitude prompts us to act
  - C → cognitive → how we think about something
- \* What decides our attitude?
  - if one is an expert
  - if one has experienced something favourable before
  - if one expects a favourable outcome.

## Hatz's functional theory of attitudes:

- i. Instrumental / utilitarian : the tendency to favor things that would personally be beneficial to us e.g. supporting a party that would advance one's economic status
  - ii. Knowledge : attitudes provide for a meaningful, structured environment
  - iii. value-expressive: express basic values, to reinforce self-image for e.g. if one is a Catholic, they can reinforce that behaviour by adopting Catholic beliefs & values
  - iv. ego-defensive : attitudes meant to prevent us from acknowledging basic, harsh truths about ourselves, → defense mechanisms
- a psychoanalytic theory describing the composition of a personality.

## \*Sigmund Freud's Theory of Id, Ego and superego

- Id: → most primitive, carnal and animalistic needs of humans beings
- deals with instinctive & unconscious actions, dominated by aggressive impulses.
  - Deals with the most animalistic needs — the need for food and for sex.
  - The id urges one to gratify all impulses immediately.
  - For example, in infants, if they are hungry / uncomfortable they cry until the demands of the id are met.
  - Young infants are ruled entirely by id, there is no reasoning within them

Ego: The ego is the 'I' that is conscious of itself as an 'I'.

- The ego acknowledges and deals with reality, ensuring that the id's impulses are reigned in.
- It helps a person maintain self-control & is geared towards problem solving.
- Mediates between the id & super ego.

Super ego: → has all the idealizations of the ego.

- Values of the society are internalized.
  - Contemplates between the 'shoulds' & 'oughts'.
  - acts as a disciplinarian.
- The super ego has 2 parts:
- (i) The conscience: has info on what is viewed as bad by the society
  - (ii) The ego ideal: has rules & standards for what the ego aspires to be

Interaction between id, ego & super ego:

- Ego mediates between id & super ego (ego strength)
- For eg: you are hungry in class
  - Id: to gratify immediately - walk out & have food
  - Super ego: will tell one that it is morally wrong to do that
- Ego: mediates, suggests delayed gratification, makes one think about what the next meal should be, reward is much better

→ If there is no balance, a person becomes very rigid & inflexible - incapable of coming to a personal concept of what is right & wrong.

## \*Motivation

→ a feeling that initiates, guides and maintains goal oriented behaviour

→ It is what drives one to do things / causes one to act.

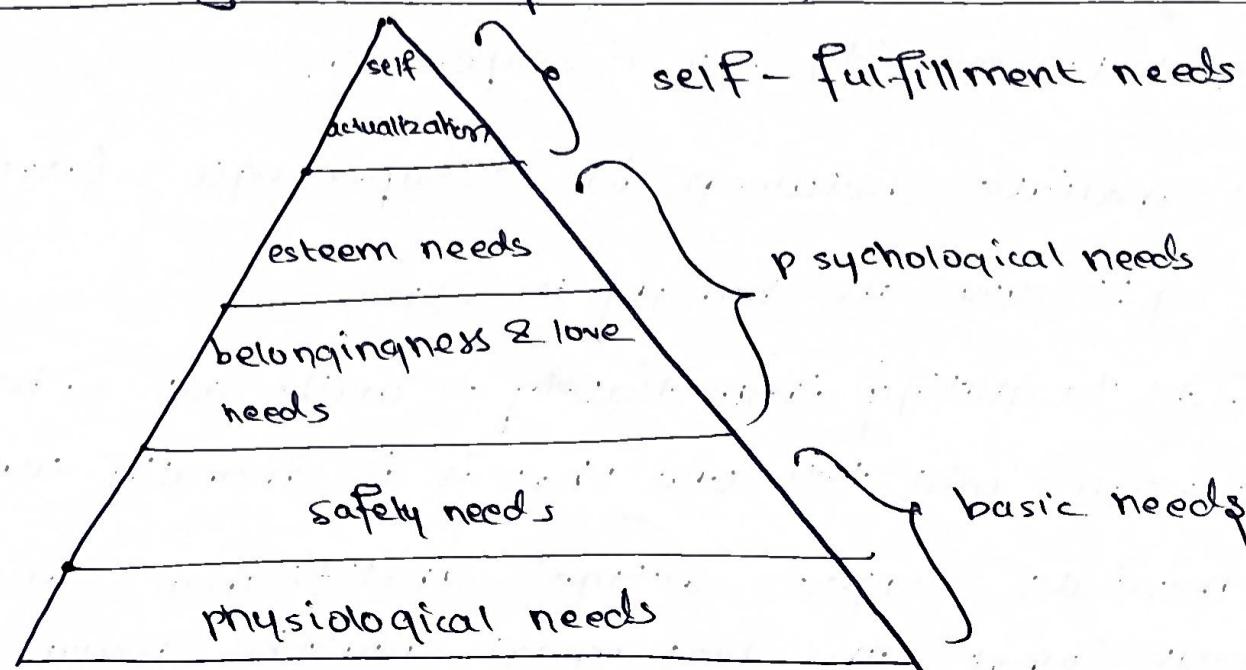
## Type of motivation

Extrinsic motivation | Instrumental motivation: motivation to perform an activity for a reward / to avoid punishment.

→ can be because of money / fame / grades  
(carrot & stick mentality)

Intrinsic / Integrative Motivation: motivated to perform an activity for one's own sake + for personal rewards.  
(Example of football for money / fame vs. for own interest)

## \*Maslow's Hierarchy of Needs - Theory of Self Actualization



→ A 5 stage model, divided into:

- (i) physiological needs
- (ii) safety needs
- (iii) belongingness & love needs
- (iv) esteem needs
- (v) self-actualization

→ One must satisfy lower basic needs before progressing on to meet higher level growth needs. Only once these needs have been satisfied, one may be able to reach the highest level, called self-actualization.

- Physiological needs: needs that are vital for survival - food, water and oxygen
- Safety needs: includes personal security, employment, health and wellness, safety against accidents, financial security
- Social needs / Love and belongingness needs: a sense of connection and belonging, friendships, relationships w/ family, intimate and romantic relationships
- includes social and community groups & group activities like clubs, religious organizations
- Esteem needs: respect, self-esteem, need for appreciation
  - People want to achieve things and have their efforts recognized
  - want to feel valued
  - build confidence
  - Lack of self esteem leads to feelings of inferiority

Self-actualisation: self-awareness, concerned w/  
personal growth. Less concerned about the opinions of others,  
interested in fulfilling their potential

\* full exploration of talents & capabilities

\* Social psychology & behaviour

→ people change behaviour based on situation at hand

→ situational & dispositional influences on behaviour



based on  
environment

based on  
personality  
traits & temperament

Fundamental Attribution Error: when people fail to recognize  
whether the behaviour is because of situational variables or if  
it is the trait of a person. (Greg example)

Actor-observer bias: the phenomenon of attributing other people's  
behaviour due to internal factors, and attributing our own behaviour  
to situational forces

Self-serving bias: when +ve outcomes are associated w/ internal  
attributes, and -ve outcomes w/ situational factors

(home - team. example)

## Unit 2: Different Types of Psychology

(7)

- ① Cognitive Psychology: → investigates internal mental processes  
→ deals w/ how people think, perceive, communicate & learn  
→ aims to improve memory, increase accuracy of decision making, and set up educational programs to boost learning

- ② Forensic Psychology → applies psychology to criminal investigations and the law  
Includes forensic sciences, that may assist in examining evidence of how & why a crime occurred.  
→ involves assessing psychological factors that may influence a case and then presenting the findings in court.  
→ Some factors related to the crime may be mental illness, depression, aggressive behaviour / deviant behaviour  
→ The assessment of "mens rea" - latin for ill will / criminal intent

- ③ Social Psychology → analysis of social influences impact

human behaviour

- explains how feelings, behaviour and thoughts are influenced by the actual, imagined or implied presence of others  
→ the field focuses on group behaviour, social perception, verbal & non verbal behaviour, conformity, prejudice etc

- ④ Developmental Psychology → deals with the systematic psychological changes that a person experiences over his or her lifetime

- Focuses on the development of motor skills, problem solving ability, acquiring language, emotion, personality
- Learning through experience
- For e.g. babies who don't start walking by 15 months may have a developmental delay / a health condition.

## Industrial Psychology & Organizational Psychology

I/O Psychology: scientific study of human behaviour in organizations and in the workplace

→ derives principles of individual, group & organizational behaviour, and applying this knowledge to the solution of problems at work

\* What do I/O psychologists do?

→ Identify, training & development needs

→ Design and optimize quality of work life

→ Develop criteria to evaluate performance of individuals

→ Assess consumer preferences, marketing strategies

\* Goal of I/O Psychology

→ ensure physical & mental-well-being of employees

→ understanding human behaviour in the workplace

→ improve individual & organization performance

→ increase workplace productivity

# 6 Major subject areas of I/O Psychology

(a)

## ① Employee selection

- the recruitment process
- the selection process may include an interview + subsequent testing

## ② Ergonomics

- Involves designing procedures and equipment designed to maximize performance & decrease injury

## ③ Organizational development

- increase profits, redesign products, improve org. structure

## ④ Performance management

- assessing how well employees do their jobs

## ⑤ Training & development

- determine what skills are necessary to perform specific jobs

- evaluate employee training programs

## ⑥ Work-life

- make jobs more rewarding
- improve quality of life in the workplace

## \* Industrial vs. Organizational Psychology



- focuses on job requirements & an individual's skills, abilities & performance
- how to best match an individual to a job

- motivating a work force,
- bringing about org. change & development
- how organizations affect individual behaviour.

## \* Job Analysis

→ Job: a group of homogenous tasks related by similarity of function

→ When an employee does a paid job, there are specific duties & responsibilities that are defined

Job Analysis → refers to methods of analyzing the requirements of a job

→ analyzes the duties that a person in a given role must do, basically job specifications

→ provides an objective picture of the job, not the person performing the job.

→ It is imp. as such an analysis is needed for HR to make the right decisions regarding selecting people, training employees.

## Responsibilities of a job analyst

- provide exact job descriptions to attract the right people for the job.
- ~~provide~~ performance appraisals, recruitment plans, promotion criteria, training requirements
- Considering KSAO (Knowledge, skills, abilities, other char)

Performance appraisal: Job performance of an employee is documented & evaluated

## Leadership Theories

### (i) Theory X and Theory Y

that people dislike work & need strong directive leadership

that people are creative, industrious, responsible

### (ii) Path-goal theory: allows subordinates to achieve goals

### (iii) Contingency theory: leadership effectiveness is determined by the interaction between the leader's personal characteristics & aspects of the situation

### (iv) Leader-member exchange: how leaders behave w/ subordinates

### (v) Implicit Leadership theory: subordinates' perceptions developed from past experiences working for diff. kind of leaders

## Leadership Styles

- (i) Authoritarian & Democratic Leaders
  - (i) Transactional leaders - establish routine and procedures
  - (ii) Transformational leaders - encourage charisma & subordinated

\* Pygmalion Effect: phenomenon by which high expectations lead to improved performance

Job Fatigue: mental and physical strength exhaustion resulting from industrial labor

Causes:

- (i) personal factors
- (ii) environmental factors
- (iii) social factors
- (iv) length of work period
- (v) lack of rest pause

Social Fatigue: excessive talking to people responding to texts / emails

Emotional Fatigue: anger, frustration, anger, depression over an extended period

Physical Fatigue: physical aches, body pain (desk jobs)

Pain Fatigue: from a bad night's sleep, leading to further exhaustion

Mental Fatigue: from expending a lot of mental energy puzzles, problem solving etc

Chronic illness : Fatigue due to illness.

(13)

Managing fatigue:

- get plenty of rest
- take frequent breaks
- eat regular meals
- hydrate

Consumer Psychology → concerned w/ the market behaviour of consumers

→ examines preferences of customers

Research methods used:

- (i) surveys & public opinions
- (ii) focus groups
- (iii) motivation research
- (iv) observations of shopping research
- (v) neuromarketing: measuring brain activity

Marketing techniques:

(i) celebrities

(ii) targeted ads

(iii) free samples

(iv) coupons

## Unit 3: Psychology & Mental Health

Abnormal Psychology : study of people who are abnormal / atypical ; may be in the form of mental disorders characterized by :

- (i) Deviance — degree to which a norm is violated
- (ii) Danger
- (iii) Distress
- (iv) Danger to self

### Reasons for delay of treatment

- (i) public stigma
  - (ii) to ~~be~~ avoid being labelled as 'crazy' or 'nuts'
  - (iii) self stigma
- Diagnosis : (i) physical exam  
(ii) lab tests ( screening for alcohol )  
(iii) psychological evaluation

- Treatment : (i) medication  
(ii) behavioural therapy  
(iii) group therapy

Mental Health : (i) a state of well being where an individual is able to recognize his / her potential  
(ii) able to cope w/ the regular stress of life  
(iii) work productively & fruitfully  
(iv) contribute to society

## History of mental illness

- usually cast aside
- usually tortured & killed
- put in mental asylums

## Types of mental disorders

- mood disorders : bipolar disorder / depression
- : anxiety disorders
- : personality disorders
- : psychotic disorders : schizophrenia
- : eating disorders : bulimia
- : substance abuse
- : trauma related disorders (PTSD)

## Disorders in detail

① autism: (i) deficit in social interaction, restrictive & repetitive behaviour  
 (ii) identified in developmental stages

② ADHD : impulsivity  
 hyperactivity

③ Bipolar disorder : shifts in mood & energy levels

④ mania: elevated & irritable mood  
 hallucinating  
 grandiose delusions

③ depression: guilt, fatigue

suicidal thoughts

④ anxiety: excessive worry about everyday events

⑤ social anxiety: irrational fear of being humiliated / embarrassed

⑥ phobia: irrational fears of specific objects

⑦ panic disorder: panic attacks that happen out of the blue

⑧ eating disorder: anorexia nervosa

bulimia nervosa

binge eating disorder

⑨ Factitious: either believes one is ill / someone else is

⑩ Schizophrenia: out of touch w/ reality

difficulty w/ conc. & memory

⑪ Substance Abuse: nicotine / drugs / alcohol / tobacco

consumption

Factors causing disorders (i) genetics

(ii) a history of abuse

(iii) brain injury

(iv) trauma

Treatments: can be physical / physiological

- drugs that change mood / behaviour
- tranquilizers - depress action of CNS, short term only
- anti-psychotic drugs → block dopamine receptors
- antidepressants, work on norepinephrine, serotonin
- therapy

→ ritalin for ADHD

→ Electroconvulsive therapy (ECT) mild electric shock to brain (memory loss)

→ placebos

## Types of Stress

- ① Acute stress : → not damaging
  - happens due to an immediate perceived threat
  - autonomic nervous control is activated
  - body has increased levels of cortisol, adrenaline
  - faster heart rate, quickened breathing rate, higher blood pressure
  
- ② Episodic acute stress : → experiencing acute stress with some regularity
  - thinking too much about ill effects
  - panic attacks, heart burn, irritability
  
- ③ Chronic stress : prolonged & constant feeling of stress
  - can be caused by everyday pressure
  - autonomic nervous system is unable to activate the relaxation response
  - affects cognitive thinking
  - feelings of helplessness
  - can be from modern lifestyle, relationship issues
  
- ④ Eustress - positive stress to get work done

## Steps to combat stress

- (i) eat healthy food
- (ii) get proper sleep
- (iii) exercise
- (iv) watch a movie / read a book

## \* Decision making

→ a high level cognitive process based on perception,  
(can be rational or irrational)  
attention & memory

for ex. → choosing whom to vote for

→ which college to attend

## Types of decision making strategies

- The Single Feature Model - focussing only on a single feature
- Additive Feature Model - taking into account all important features & evaluating them systematically
- Elimination by Aspects : evaluating each option one at a time and crossing off items that do not match the criteria

## Problems in decision making

① Heuristics : The Representativeness Heuristic - judging the probability of an event based on how similar it is to an existing prototype

Availability Heuristic : Judging the likelihood of an event based on how similar it is to other events

② Overconfidence: Dunning - Kruger Effect - bias

causing one to overestimate oneself

③ Hindsight Bias - spotting the right decision later

④ Illusory Correlation - seeing relationships that do not exist

(Heuristic = rule of thumb short cut allowing people to make decisions & judgements quickly)

### Steps for better decision making

1. rest / sleep on it
2. take your time
3. gather the facts
4. Stay open to all possibilities

### Types of decisions

(i) Routine decisions - do not require a lot of evaluation

(ii) Strategy decisions - require careful analysis, choices made by middle / upper level management

(iii) Programmed decisions :- on functions that are repetitive  
has set parameters

for eg. purchasing equipment

(iv) Non-programmed decision: - unstructured problem  
no std  
- choice made by upper mgmt  
→ eg. covid in the early stages

- (v) Policy Decision → related to policy & planning of firm
- (vi) Operating decision → decisions to put the policy design into action.
- (vii) Individual decision → autocratic
- (viii) Group decision → taken by a group

### \* Process of decision making

- (1) Identify problem
- (2) Gather info
- (3) Identify multiply solns
- (4) Weigh evidence
- (5) Choose one of the options
- (6) Take action
- (7) Review decision & its impact

Unit 4 - Counseling → allows people to speak what is in their minds w/o being judged

→ based on conversation & dialogue

→ helps w/ self-discovery, self acceptance, mental peace

### Advantages / Need for Counselling

- (i) gives insight
- (ii) self awareness
- (iii) solving problems
- (iv) decreases depression / anxiety
- (v) decreases suicidal ideas
- (vi) substance abuse ↓

## Types of counselling

- (i) Marriage & Family counseling
- (ii) Educational counselling
- (iii) Rehabilitation counselling
- (iv) Mental health counselling
- (v) Substance abuse counselling

## Process

- a planned, structured convo between counsellor & counselor
- a cooperative process
- together they develop ways to deal w/ & overcome problems

## Role of a counsellor

- helps a student understand physical & psychological needs
- helps adapt
- make better ~~selection~~ decisions

## Unit 5 : Social Behaviour

Group: several individuals that come together to accomplish a particular task or goal.

Group Dynamics: The attitudinal and behavioural char of group

- how the group forms
- the structure
- how tasks are carried out

## \* Tuckman Group Development Model

- ① Forming : → Individuals come together to accomplish a task  
→ are put together otherwise  
→ share a common goal
- ② Storming : → Individuals interact with each other in the context of solving the problem  
→ Develop some level of trust  
→ Express discontent and challenge others' values
- ③ Norming : → conflicts are resolved  
→ a sense of unity forms  
→ Leader is chosen  
→ Member roles are chosen  
→ Cooperation and drive to achieve goal
- ④ Performing : → mature, organized & well-functioning  
→ group is focused
- ⑤ Adjourning : → project ends  
→ group disbands

## Importance of Groups

- ① Delegate tasks
- ② Spark creativity
- ③ Share diverse opinions
- ④ Learn to compromise
- ⑤ Combine skills
- ⑥ Build relationships

Cohesiveness : bonding of group members. It depends on :

- (i) similarities between the group members
- (ii) the openness between members
- (iii) past group exercises
- (iv) openness to having new members
- (v) past experience with groups

## Types of Groups

### Formal

- (i) Command Group
- (ii) Task Group
- (iii) Project Group
- (iv) Committee Formation

### Informal

- (i) Friend Groups
- (ii) Interest Groups
- (iii) Reference Groups

## Conflicts

- disagreements between parties
- associated w/ a -ve emotional response
- can be intra-personal, inter-personal, inter group etc.

## Reasons for Conflict

- can be because of personality characteristics
- stress and anger

## Types of conflict

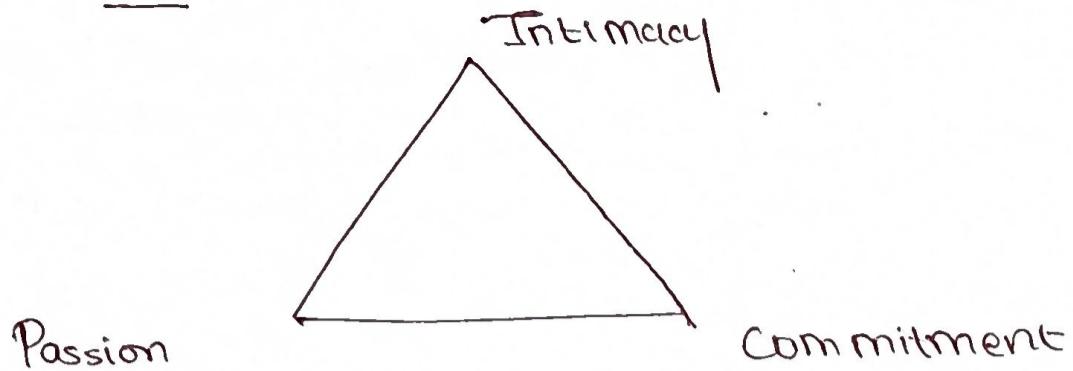
- ① Approach- approach conflict - 2 desires, both are good
- ② Avoidance - avoidance conflict - 2 goals, both -ve
- ③ Approach avoidance - attracted & repelled by the same goal
- ④ Multiple approach avoidance conflict - multiple tve & -ve valences

## Managing conflict

1. Be calm & rational
2. Accept conflict
3. Maintain confidentiality
4. Separate the person from the problem
5. Work together
6. Focus on the future
7. Active listening
8. Impartiality

## Love: Sternberg's idea

25



Intimacy: a feeling of closeness, bondedness, connectedness

Passion: a feeling / desire that may lead to physical attraction, romantic relationships and sexual consummation

Commitment: the longevity of the relationship & the dedication to maintain the relationship

Emotional Intelligence: the ability to recognize & understand emotions in oneself, and the ability to manage his/her behaviour & relationships with this awareness.

## IQ vs. EQ

IQ → from standardized tests

how well one can understand & apply info

> IQ → think more abstractly & make more mental connections

EQ → enhance reasoning

→ helps determine the right response to the right person at the right time

→ does not mean suppressing emotions / being passive

→ space between stimulus & response

Prejudice: pervasive attitude, which predisposes us to act either favourably or more usually unfavourable towards a group

Conformity: a type of social influence involving a change in belief or behavioral in order to fit within a group