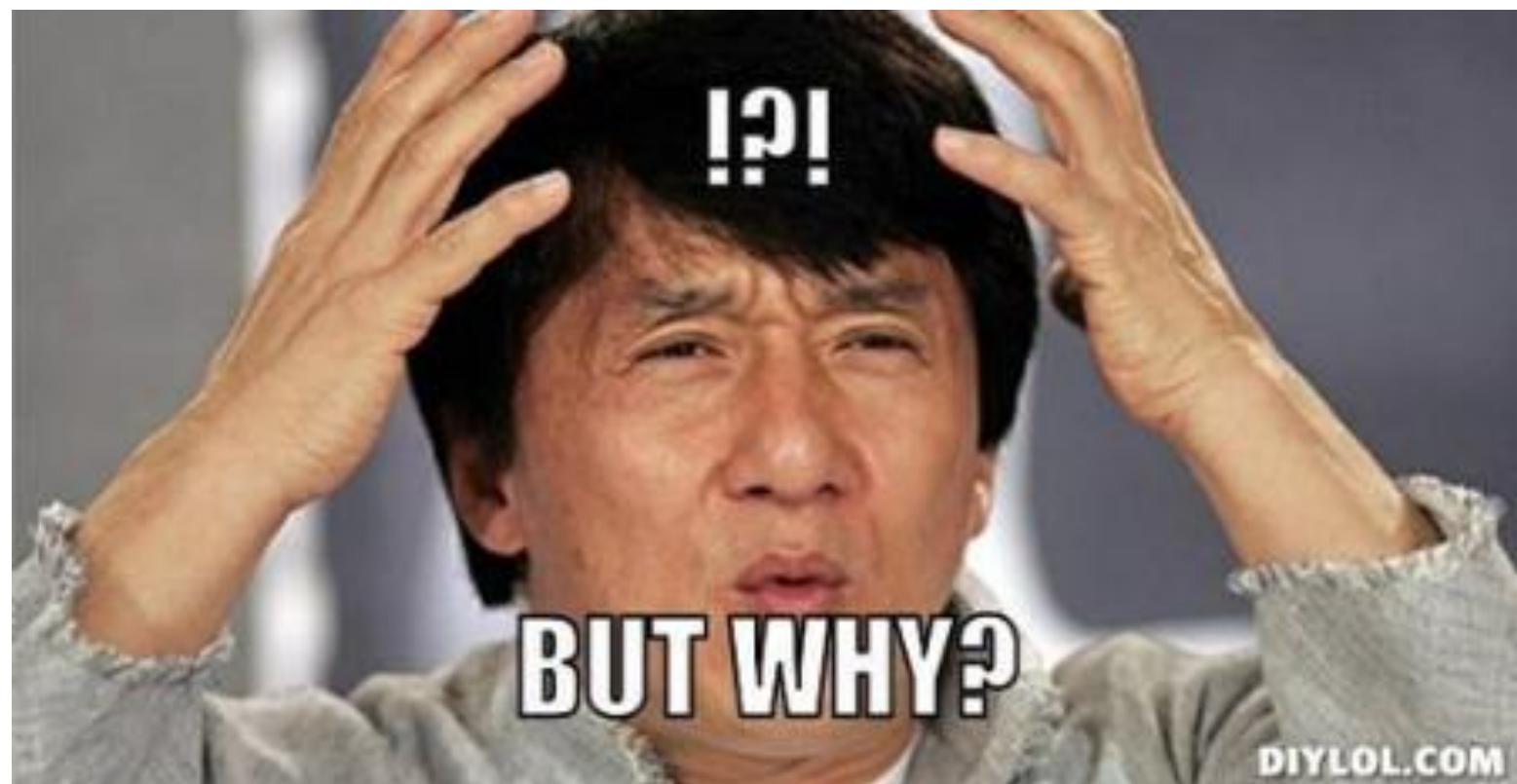


Foundation of Human Skills

Ms. Neha Nikam

What is FHS??





Unit I: Understanding of Human Nature

Concept of a MAN!!

- A social animal. Lives in a society. He cannot work, survive or live in a society in **isolation**. Society plays a vital role in his development.



Individual Differences

BEHAVIOUR



Two types of individual differences

- Inter-individual differences
 - Differences that exist between **one person** and **another**
 - With regards to their physical characteristics, intelligence, abilities, interests etc.
- Intra-individual differences
 - They are differences **among the various characteristics** possessed by the same person
 - A person may be very good in singing but average in acting

Areas of individual differences

- Differences in physique
- Differences in intelligence
- Differences in ability
- Differences in aptitudes
- Differences in interests
- Differences in achievement
- Differences in personality

Human life span

Changes in sensory organs,
appearance etc

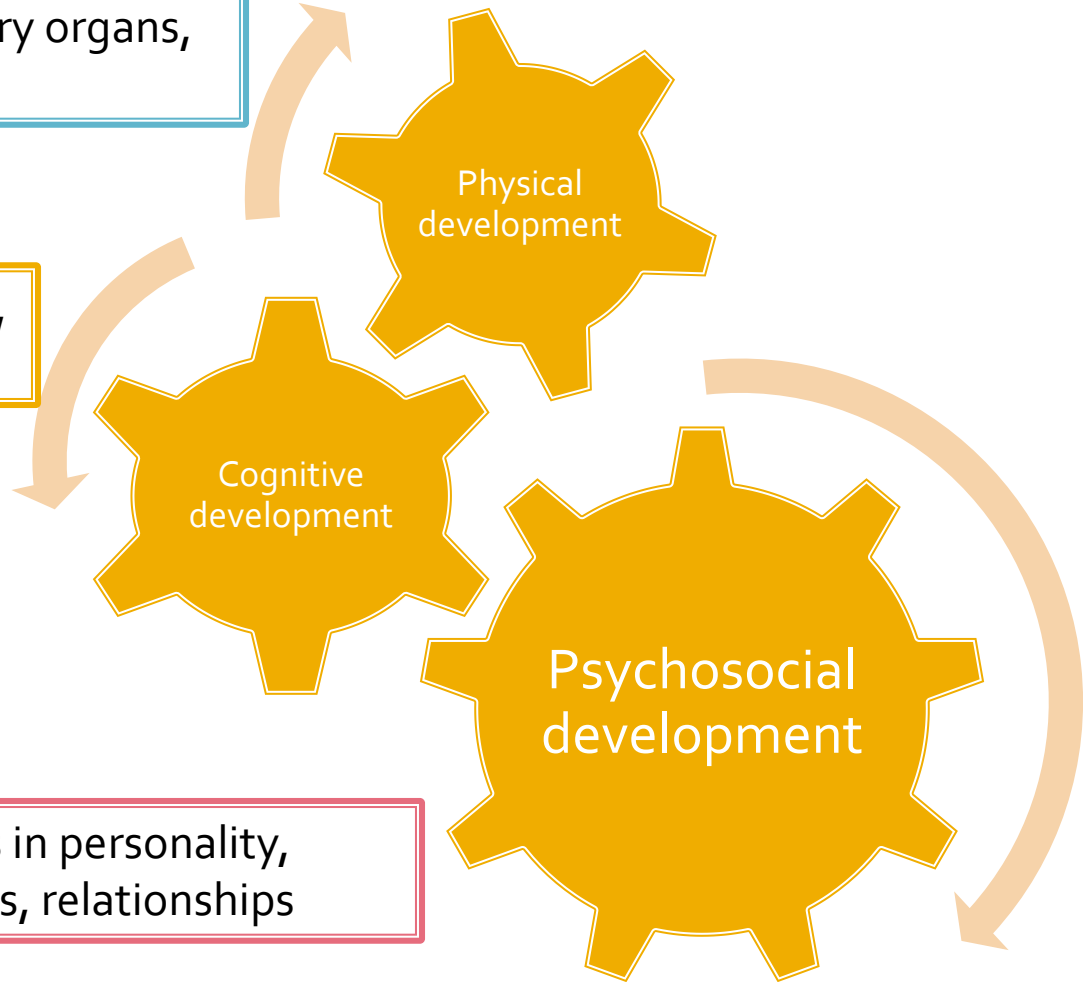
Changes in perception, reasoning,
memory, language etc

Cognitive
development

Physical
development

Psychosocial
development

Changes in personality,
emotions, relationships



Human life span

- Prenatal stage--- period from conception to birth
- Infancy and toddlerhood--- from birth to age of 3
- Early childhood--- between 3 to 6 years
- Middle childhood--- age of 6 to age of 11
- Adolescence--- age of 12 to age of 20
- Young adulthood--- age of 20 to age of 40
- Middle age--- between 40 to 65 years
- Late adulthood--- 65 years onwards

FACTORS AFFECTING INDIVIDUAL DIFFERENCE

Environmental factors

Economic environment

Change in technology

Political factors

Cultural factors

Personal factors

Age, Gender

Abilities, Experience

Marital status

Education

Psychological factors

Personality, Attitude

Values

Learning

Thinking

Organizational factors

Facilities

Reward system

Leadership stages

Influence of environment



Phases

The role of environment

1) Prenatal



2) Postnatal



Prenatal environment

- Prenatal nourishment: A well balanced daily diet includes-meat and meat alternatives (for proteins), dairy products, bread and cereals, fruits and vegetables rich in vitamin C, green vegetables and fats and oils.
 - Intake 300 to 500 more calories than usual
 - Should gain between 26 to 35 pounds
- Maternal drug intake (medicines, alcohol, smoking etc.)
- Maternal illness
- Radiations: should be avoided especially during first 3 months
- Maternal age
- Paternal factors

Postnatal environment

- Parent-child relationship
- Ordinal position (birth order)
- Family life patterns
- School: *first exposure to the external world!!*
- Peers group
- Culture

Personality

*“ The **unique** and **relatively stable** patterns of behaviour, thoughts, and emotions shown by individuals.”*

-Baron and Greenberg

Determinants of personality

HEREDITY

*“ The transmission (transfer) of **biological characters** from parents to their off springs (children).”*

-G. J. Mendel

The Big Five Model

- **Robert McCrae** and **Paul Costa** developed the Five-Factor Model, or FFM, which describes personality in terms of five broad factors.
- The basis of this model is that there are five basic dimensions that form the basis of all other personality dimensions.

The five basic dimensions are:



Openness



Conscientiousness



Extraversion



Agreeableness

**The
Big Five
Personality
Traits**



Neuroticism

Openness (↑Creative ↓Traditional)

People who are high on the openness continuum are typically:

- Very creative
- Open to trying new things
- Focused on tackling new challenges
- Happy to think about abstract concepts

Those who are low on this trait:

- Dislike change
- Do not enjoy new things
- Resist new ideas
- Not very imaginative
- Dislikes abstract or theoretical concepts

Conscientiousness (↑Organized ↓Unreliable)

Those who are high on the conscientiousness continuum also tend to:

- Spend time preparing
- Finish important tasks right away
- Pay attention to details
- Enjoy having a set schedule

People who are low in this trait tend to:

- Dislike structure and schedules
- Make messes and not take care of things
- Fail to return things or put them back where they belong
- Procrastinate important tasks
- Fail to complete the things they are supposed to do

Extraversion (↑ Social ↓ Introvert)

People who rate high on extraversion tend to:

- Enjoy being the center of attention
- Like to start conversations
- Enjoy meeting new people
- Have a wide social circle of friends and acquaintances
- Find it easy to make new friends
- Feel energized when they are around other people
- Say things before they think about them

People who rate low on extraversion tend to:

- Prefer solitude
- Feel exhausted when they have to socialize a lot
- Find it difficult to start conversations
- Dislike making small talk
- Carefully think things through before they speak
- Dislike being the center of attention

Agreeableness (↑ Cooperative ↓ Selfish/manipulative)

People who are high in the trait of agreeableness tend to:

- Altruistic
- Have a great deal of interest in other people
- Care about others
- Feel empathy and concern for other people
- Enjoy helping and contributing to the happiness of other people

Those who are low in this trait tend to:

- Take little interest in others
- Don't care about how other people feel
- Have little interest in other people's problems
- Insult and belittle others

Neuroticism (Moody/ depressed Calm)

Individuals who are high in neuroticism tend to:

- Experience a lot of stress
- Worry about many different things
- Get upset easily
- Experience dramatic shifts in mood
- Feel anxious

Those who are low in this trait are typically:

- Emotionally stable
- Deal well with stress
- Rarely feel sad or depressed
- Don't worry much
- Very relaxed

Personality traits important for organizational behavior

- Authoritarianism: demanding strict obedience of authority and rules
 - Conventionalism/ Authoritarian submission/ Authoritarian anger/ Superstition/ Dominating
 - Two types of people, strong and weak
 - 'The world would be a better place if strong people were the leaders and weak were followers'
 - Prefer stable and structured work environment

Personality traits important for organizational behavior

- Locus of control: if an individual control events or events control him
 - Two types of people, internals and externals
 - Internals believe that they can control events
 - Individuals with external locus of control have high absenteeism rates, are less involved in their jobs

Personality traits important for organizational behavior

- Machiavellianism: Pragmatic, Rational
 - Deceive and manipulate others for personal gain
 - Maintain emotional distance, persuade others more
 - Lie to achieve their goals
 - Have high self esteem
 - Better in bargaining

Personality traits important for organizational behavior

- Introversion and Extroversion
- Achievement orientation: **working towards excellence**
 - Never fully satisfied
 - Set higher standards
 - Take calculated risks to overcome challenges
 - People who LACK achievement orientation like to work in their comfort zone

Personality traits important for organizational behavior

- Self esteem: **sense of self worth**
 - People with HIGH self esteem take more risks and choose unconventional jobs and have favorable evaluation of themselves
- Self monitors: **to adjust his behavior to external situational factors**
 - HIGH self monitors show considerable adaptability and hence pay more attention to the behavior of others
 - Concerned about how they are perceived

Personality traits important for organizational behavior

- Risk taking: high risk takers are quick decision makers with the help of less information
- Type A and B personalities:
 - Type A people are impatient, eats rapidly, obsessed with numbers
 - Strive to think or do two or more things at a time
 - Cannot cope with leisure

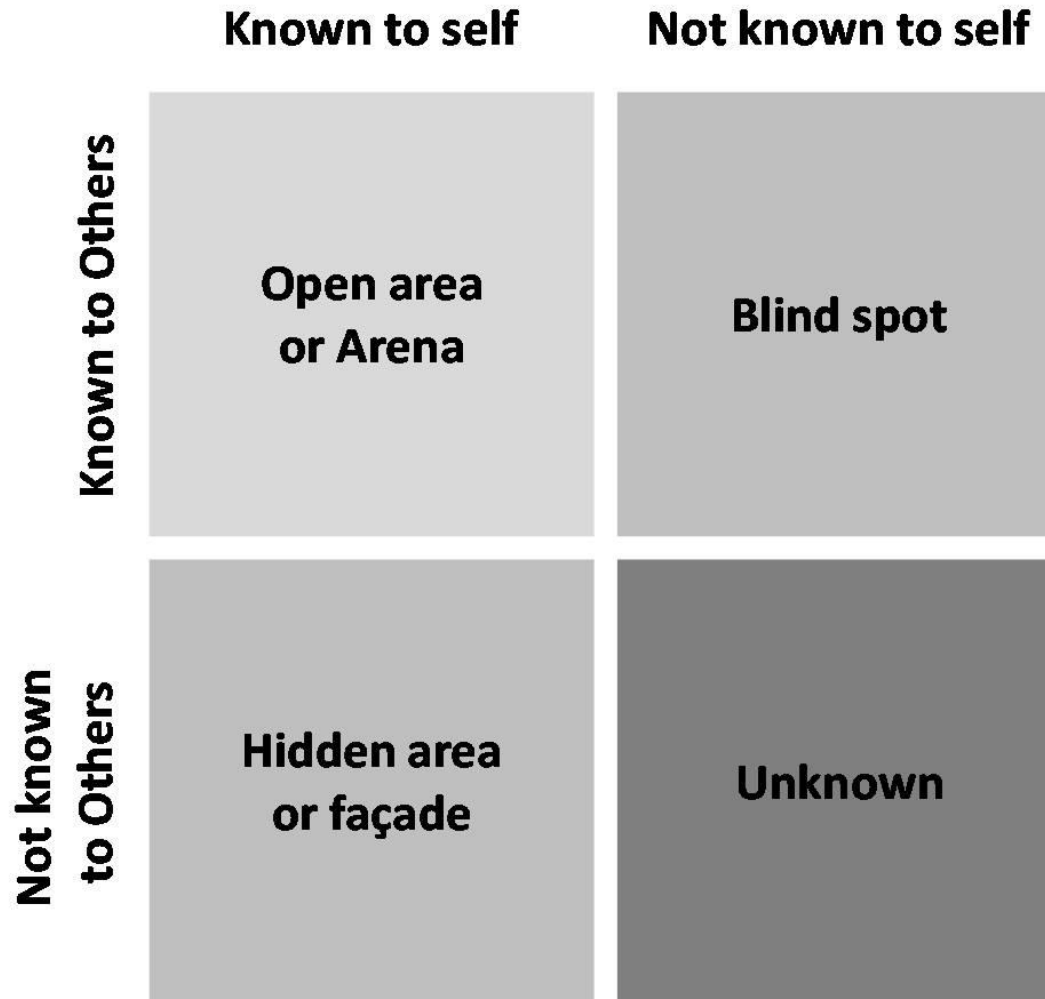
Concept of understanding self through Johari Windows

A Johari window is a psychological tool created by Joseph Luft and Harry Ingham in 1955. It's a simple and useful tool for understanding and training:

- self-awareness
- personal development
- improving communications
- interpersonal relationships
- group dynamics
- team development; and
- inter group relationships

It is one of the few tools out there that has an emphasis on **“soft skills”** such as behaviour, empathy, co-operation, inter group development and interpersonal development.

Johari Window



Attitudes

A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation.

“Attitudes are evaluative statements or judgments concerning objects, people or events.”

Features of attitude

Attitude!? *Everyone has it..about everything*

- Feelings and beliefs of one or more individual
- Beliefs that are directed towards some stimuli
- Attitudes result in behavior or action
- Types: positive, negative or ambivalent
- Difficult to change
- Strong influencer

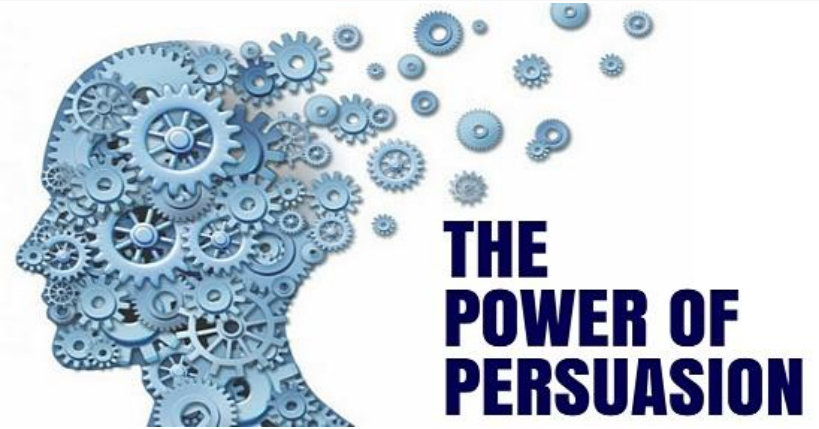
Components of attitude

- Affective or emotional component
- Behavioral component
- Cognitive or informational component

Functions of attitudes

- Knowledge function
- Value expressive function
- Self esteem function
- Ego defensive function
- Impression motivation function

Ways of changing attitude



Co-opting approach



Friends

Reading emotions

- ASK
- Observe non verbal SIGNS
- PARALANGUAGE

Thinking and learning

Thinking

*"Thinking is a **deliberate exploration** of experience for a purpose that purpose may be understanding, decision solving, judgement, action and so on."*

-Edward de Bono

Thinking skills

Thinking skills are a set of basic and advanced skills and sub skills that govern a person's mental processes they are as follows:

- Focusing skills: ignore information that is irrelevant.

Types:- Identifying problems

-Setting goals

Thinking skills

- Information gathering skills: Collect relative information needed for thinking.
 - Types: -Observing
 - Forming questions
- Remembering skills: Store and bring back information when needed.
 - Types: -Encoding
 - Recalling

Thinking skills

- Organizing skills: Arrangement of information
 - Types:- Comparing
 - Classifying
 - Ordering
 - Representing

Thinking skills

- Analyzing skills: Examine information into parts and relationships.
 - Types:- Identifying features and components
 - identifying relationships and patterns
 - identifying main ideas
 - Identifying arguments

Thinking skills

- Generating skills: produce new information or ideas.
 - Types:- Inferring –Predicting –Elaborating
- Integrating skills: Connect and combine information.
 - Types:- Summarizing –restructuring
- Evaluating skills: judge the reasonableness of ideas.
 - Types: -Establishing standard
- Verifying

SIX THINKING HATS

- Six Thinking Hats was created by [Edward de Bono](#), and published in his 1985 book of the same name.

"Six Thinking Hats" can help you to look at problems from different perspectives, but one at a time, to avoid confusion from too many angles crowding your thinking.

- It's also a powerful decision-checking technique in group situations, as everyone explores the situation from each perspective at the same time.

SIX THINKING HATS

FACTS



FEELINGS



CONTROL



CREATIVITY









POSITIVE



NEGATIVE



SIX THINKING HATS

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	<i>White paper</i>	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	<i>Fire and warmth</i>	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	<i>Sunshine</i>	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	<i>A stern judge</i>	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	<i>Vegetation and rich growth</i>	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	<i>The sky and overview</i>	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

Thinking Styles

- Synthesists:
 - **Creative thinkers**, who view the world in terms of opposites.
 - Take risks and **like changes**
 - They are **not easily convinced**
 - They like to have a control
 - Do things in a big way
 - Encourage **intellectual arguments**
 - They don't like facts based discussions
 - They question a lot
 - Guesswork is the tool!

They can open up new ideas
They can opt out any time

Thinking Styles

- Realists:
 - They are fast moving doers, corrective and **result oriented**.
 - They work on the **basis of facts** and believe that facts should not be influenced by personal factors
 - They rely on experts some times
 - They are optimistic, frank and positive
 - They like to have a **number of projects at once**
 - They don't like dull and humourless talks
 - Their work is based on observation rather than theory

They can achieve concrete results

They have low tolerance for ambiguity

Thinking Styles

- Pragmatists:
 - They are energetic and smart, appear restless and are unpredictable
 - They like to **plan things**, strategies
 - They are frank and friendly
 - They are experimental and good diplomats

They are tolerant to ambiguous situations

They agree quickly with others

Thinking Styles

- Analyst thinkers
 - They like to **gather information** and measure it scientifically to have better results or solutions
 - They like stability
 - They like **logical evaluations** and discussion
 - They do not multi-task
 - They may be too time consuming

*They help us to look a problem from various perspective
They search for more data*

Thinking Styles

- Idealists:
 - They are future oriented and **goal oriented**
 - They are **helpful** and believe in importance of truth, faith and trust
 - They **try hard** to convince people
 - They like discussions about values, judgements and emotions.
 - They discourage conflicts

They encourage group participation

They avoid setting goals and standards

Managerial skills

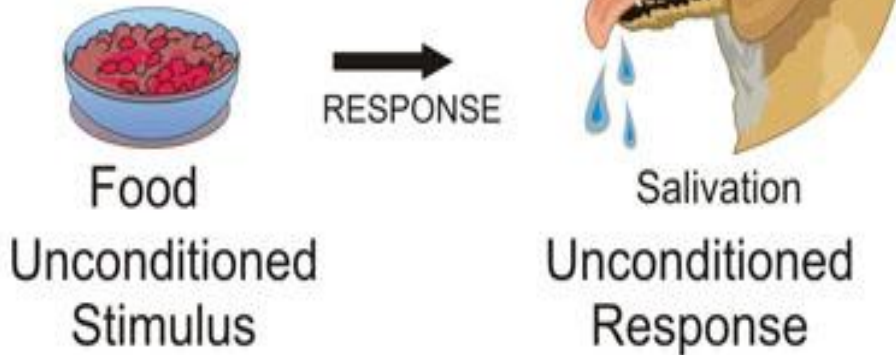
- Planning
- Conceptual skills
- Decision making skills
- Technical skills
- Leadership skills
- Supervisory skills

Theories of learning

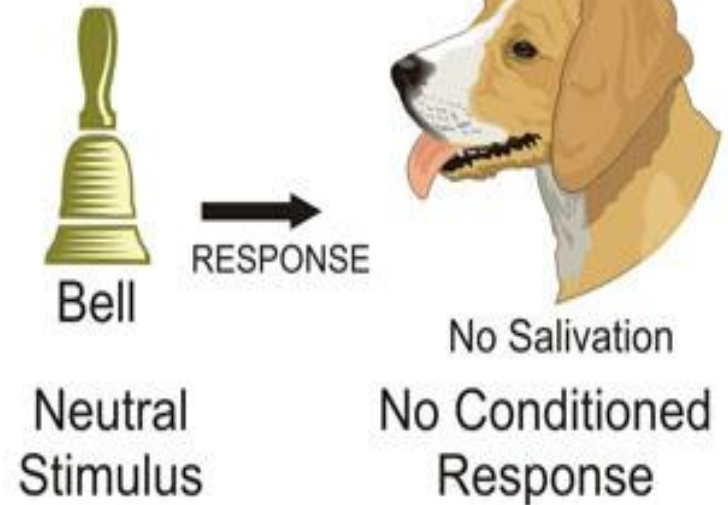
Classical conditioning

- The **Classical Conditioning Theory** was proposed by a Russian Physiologist Ivan Pavlov. According to this **theory**, behavior is learnt by a repetitive association between the response and the stimulus.
- **Conditioned Response (CR)**: a particular behavior that an organism learns to produce, when the CS is presented.

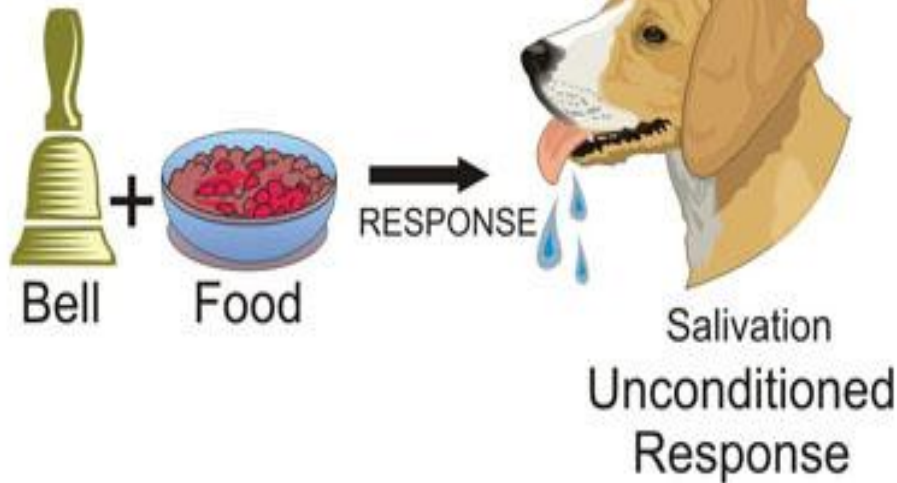
1. Before Conditioning



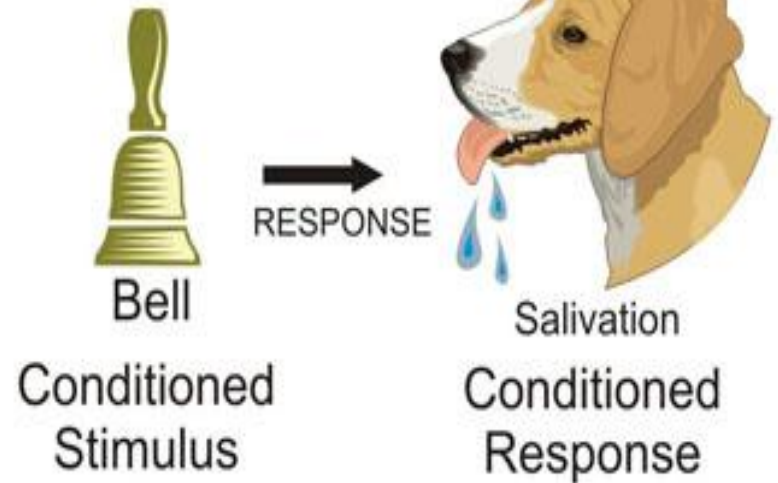
2. Before Conditioning



3. During Conditioning



4. After Conditioning



Classical Conditioning

Theories of learning

Operant conditioning

- Developed by **B. F. Skinner**, Operant conditioning is a method of learning that occurs through **rewards and punishments** for behavior.
- Through operant conditioning, an individual makes an association between a particular behavior and a consequence

Theories of learning

Social learning/ observation learning

- Proposed by **Bandura**, Social learning theory is a form of learning in which individuals acquire new behaviours or thoughts by observing others.
- Four processes of social learning
 - Attention process
 - Retention
 - Reproduction
 - Reinforcement (reward)

Intelligence

*"Intelligence is the **capacity** of an organism to adjust to an increasingly difficult environment."*

- Spencer

Types

- Intelligence quotient:
 - The Intelligence Quotient (IQ) is just the **measure of intelligence** and it is independent on self-assessed levels of happiness.
 - Intelligence can simply be defined as; **doing the right thing, at the right time, at the right place**. This requires us to be able to manage both our internal environment (us) and external Environment (what surrounds us). It is more than just knowing things.

Types

- Emotional quotient:
 - Managing emotions is more important than managing your intellect.
 - Research done by tracking over 160 high performing individuals from different industries and job levels shows, emotional intelligence was two times more important in contributing to excellence than intellect and expertise alone.

Types

- Spiritual quotient:
 - The intelligence needed for you to ask the most critical questions is what you need. Why should I react this way? Is it necessary to get in a fight? What am I going to get out of it? The intelligence required to ask most **fundamental and basic questions** in life and seek answers is called Spiritual Intelligence or Spiritual Quotient (SQ).
 - The personality of the human being is guided by the 3 needs; the need of body, the need of mind and the need of intellect. *The power to control the three is called intelligence, Spiritual Quotient (SQ)*

Perception

"A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment"

Features of perception

- Perception is our sensory experience of the world around us
- Perception is composed of six processes
 - Receiving stimuli
 - Selecting
 - Organizing
 - Interpreting
 - Checking
 - Reaction
- Perception is influenced by three factors:
 - Characteristics of the perceiver, target, situation

Effects of perceptual error in managerial decision making at workplace

- **Selective perception**
- **Halo Effect:** An individual draws a general opinion either favourable or unfavourable on the basis of a single characteristic of the target.
- **Stereotyping:** Judging on the basis of features of the group of the individual.
- **Prejudice:** a preconceived opinion that is not based on reason or actual experience
- **Attribution:** Attribution refers to judging the causes of other peoples behavior

Groups and teams!!

Why do people join groups??

Security

Status

Self esteem

Affiliation

Power

Goal achievement

Group structure (elements)

- Formal leadership
- Roles
 - Role conflicts
 - Role expectations
 - Role ambiguity
- Norms
- Status
- Size
- Composition
- Group cohesiveness

Stages of group development

- Forming: Getting acquainted. This stage is over when members start thinking being the part of the group.
- Storming: High degree of conflict
- Norming: Close relationship. Agrees to find solutions mutually
- Performing
- Adjourning

Types of teams

- Problem solving
- Work teams (routine work)
- Management teams (permanent)
- Cross functional teams
- Virtual teams

Setting team goals

- Aligned
- Understood
- SMART
- Identifying risks
- Commitment by members

Power

"Power is the ability to make things happen in the way individual wants, either by self or subordinates. The essence of power is control the behaviour of others"

Bases of power

- Formal power
 - Legitimate power: positional power
 - Coercive power: used by threats and punishments
 - Reward power
 - Information power
- Informal or personal power
 - Expert power
 - Referent power: An individual develops reference power when other individual's like and respect him

Motivation at workplace

*"Motivation is the set of processes that arouse, **direct** and maintain human behaviour towards **attaining some goal.**"*

-McFarland

Features of motivation

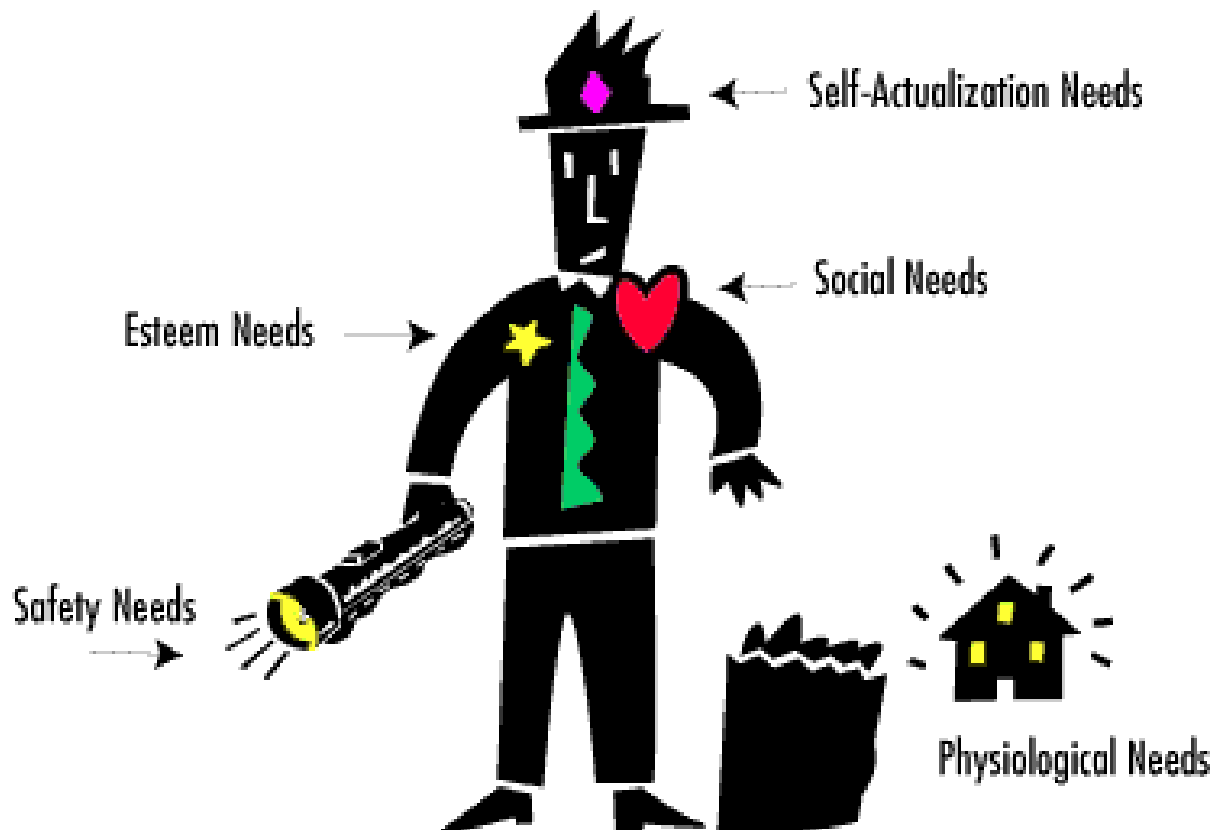
- An internal feeling
- A person can't be satisfied in parts
- Complex process
- Related to satisfaction
- Goal directed behaviour

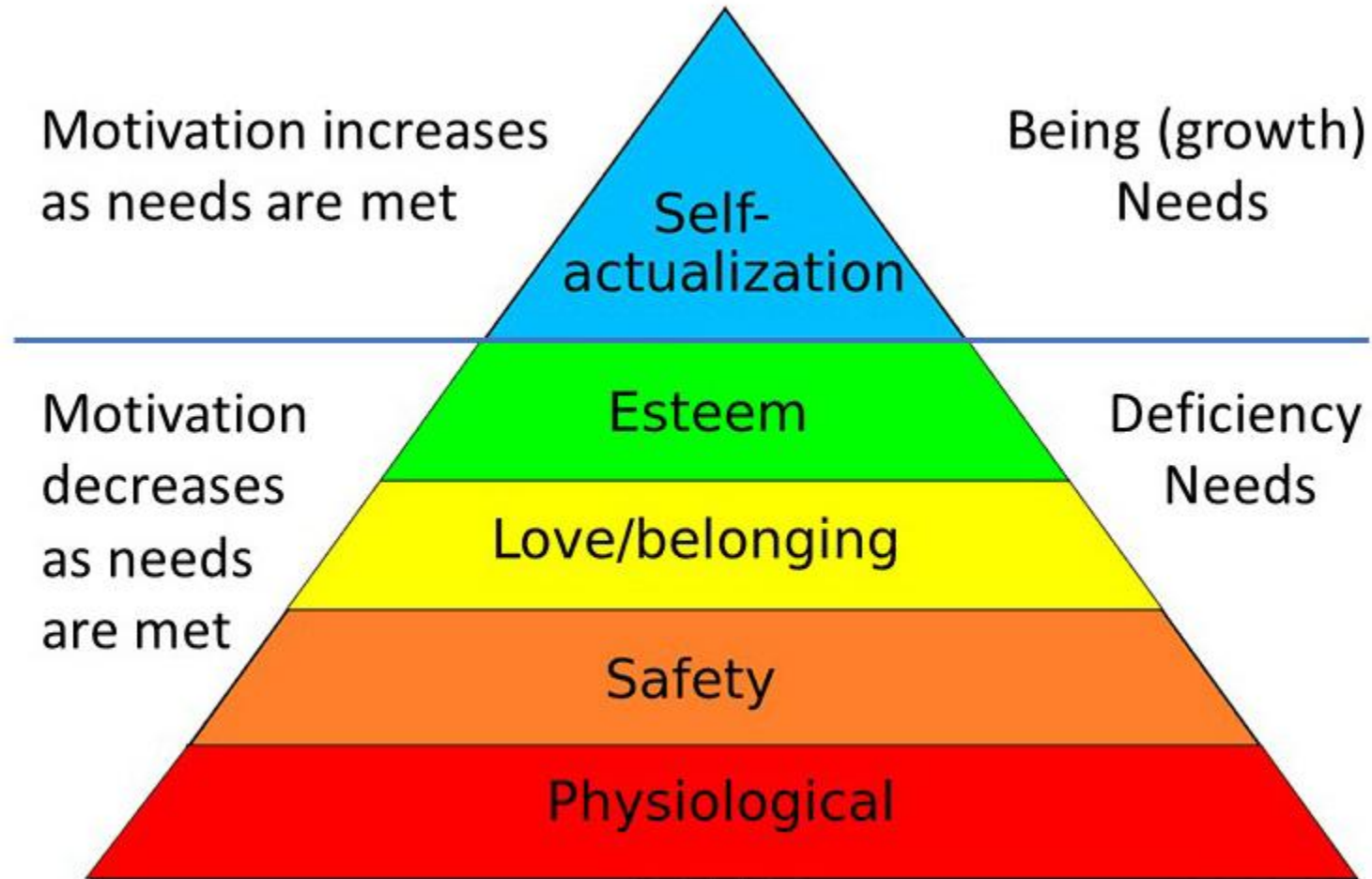
Role of motivation

- High performance level
- Low employee turnover
- Acceptance of organisational changes

Theories of motivation

Maslow's Hierarchy of Needs



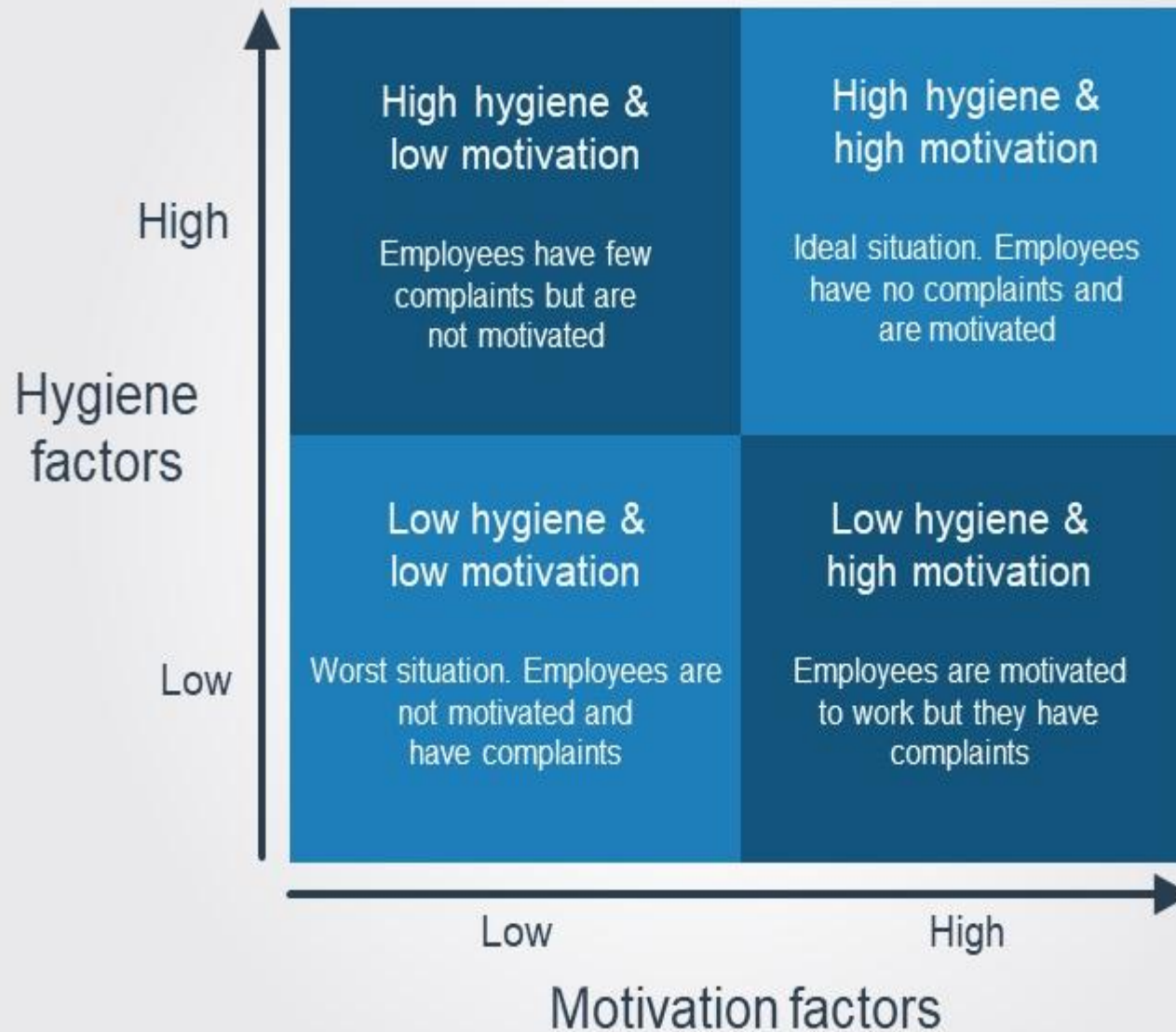


Frederick Herzberg's Two Factor Theory

- Also called as **Motivation-Hygiene Theory** or the **dual-factor theory**, was penned by Frederick Herzberg in 1959.
- This American psychologist was very interested in people's motivation and job satisfaction
- He conducted his research by asking a group of people about their **good and bad experiences at work**.
- He was surprised that the group answered questions about their good experiences very differently from the ones about their bad experiences.
- Based on this, he developed the theory that people's job satisfaction depends on two kinds of factors. **Factors for satisfaction (motivators/satisfiers)** and **factors for dissatisfaction (hygiene factors/ dissatisfiers)**.

Frederick Herzberg's Two Factor Theory





Theory X and Theory Y

Understanding People's Motivations

What do you think motivates your people to come to work each morning?

- Theory X and Theory Y were first explained by McGregor in his book, 'The Human Side of Enterprise,' and they refer to two styles of management – authoritarian (Theory X) and participative (Theory Y).

Theory X

- Theory X managers tend to take a pessimistic view of their people, and assume that they are naturally unmotivated and dislike work.
- As a result, they think that team members need to be prompted, rewarded or punished constantly to make sure that they complete their tasks.

Theory X

This style of management assumes that workers:

- Dislike their work.
- Avoid responsibility and need constant direction.
- Have to be controlled, forced and threatened to deliver work.
- Need to be supervised at every step.
- Have no incentive to work or ambition, and therefore need to be enticed by rewards to achieve goals.

Theory Y

- Theory Y managers have an optimistic, positive opinion of their people, and they use a decentralized, participative management style. This encourages a more collaborative, trust based relationship between managers and their team members.
- People have greater responsibility, and managers encourage them to develop their skills and suggest improvements. Appraisals are regular.

Theory Y

- This style of management assumes that workers are:
- Happy to work on their own initiative.
- More involved in decision making.
- Self-motivated to complete their tasks.
- Seek and accept responsibility, and need little direction.
- View work as fulfilling and challenging.
- Solve problems creatively and imaginatively.

Organisational change

Kurt Lewin's Model: Guiding change through a three step process

1. Unfreezing
2. Moving
3. Refreezing

Organisational development (OD) and Work stress

- OD concentrates on people dimensions like norms, values, attitudes, relationships, organisational climate etc.

OD methods

- Sensitivity training
- Survey feedback
- Action research
- Process consultation
- Team building
- Quality of work Life (QWL) projects













