

# DOWNLOAD PDF MANAGEMENT MODELS BEHAVIOUR : IMPACT UPON INTELLIGENCE

## Chapter 1 : Impact of Situational Leadership on Performance and Motivation

*The newer model of behavioral intelligence is focused on behaviors that research has shown matter the most at work. These behaviors have a measurable impact on effectiveness, above and beyond emotional intelligence abilities.*

Emotional Intelligence EI or emotional quotient EQ is a set of skills that help us better perceive, understand and manage emotions in ourselves and in others. Collectively they help us make intelligent responses to, and use of, emotions. These skills are as important as your intellect IQ in determining success in work and in life. Everyone, no matter what job function, has interactions with other people. People who have been through our programs feel better at work, facilitate more productive work environments, and better lead and engage others.

**The Genos Emotional Intelligence Model** The Genos model shown below comprises a set of emotionally intelligent workplace behaviour competencies. Competencies represent skills and behaviours, based on underlying abilities and experiences, that are measurable and observable. The six emotionally intelligent leadership competencies of the Genos model capture the skills and behaviours that manifest from emotional intelligence abilities. The Genos Model of Emotional Intelligence, including the six core skills is as follows:

**The competencies of the model help us consistently demonstrate the productive being states on the right side of the model, as opposed to the unproductive being states, that we can all be at times, on the left side of the model.**

**Emotional Self-Awareness** Self-Awareness is about being aware of the way you feel and the impact your feelings can have on decisions, behaviour and performance. People who are emotionally self-aware are conscious of the role their feelings can play in these areas, and are better equipped to manage this influence effectively. When we are emotionally self-aware we are present with the role feelings are playing in our decisions, behaviour and performance. When we are not, we are often disconnected from this influence.

**Emotional Awareness of Others** Awareness of others is about perceiving, understanding and acknowledging the way others feel. This skill helps us identify the things that make people feel valued, listened to, cared for, consulted, and understood. It also helps us demonstrate empathy, anticipate responses or reactions, and adjust our behaviour so that it fits well with others. When we demonstrate this skill effectively we come across as being empathetic. People who do not demonstrate this skill can come across as being insensitive to the way others feel.

**Authenticity** Authenticity is about openly and effectively expressing oneself, honouring commitments and encouraging this behaviour in others. It involves honestly expressing specific feelings at work, such as happiness and frustration, providing feedback to colleagues about the way you feel, and sharing emotions at the right time, to the right degree and, to the right people. People high in authenticity are often described as genuine whereas people low in this skill are often described as untrustworthy.

**Emotional Reasoning** Emotional reasoning is about using the information in feelings from oneself and others when decision-making. Feelings and emotions contain important information. For example, the level of commitment colleagues demonstrate often provides insight into whether a decision is going to be supported; the emotional appeal of products and services often provides insight into selling and marketing messages. When this type of emotional information is combined with facts and technical information, people make expansive, creative and well thought-out decisions. Conversely, people who do not use emotional information and focus on facts or technical information only tend to be limited in their decision-making. The modern workplace is generally one of high demands and pressure, and this can create negative emotions and outcomes. Our mood can be very infectious and can therefore be a powerful force in the workplace; productively or unproductively. This skill helps people be resilient and manage high work demands and stress rather than being temperamental at work. People who are proficient in managing their own emotions are optimistic and look to find the opportunities and possibilities that exist even in the face of adversity.

**Positive Influence** Positive influence is about positively influencing the way others feel through problem solving, feedback, recognising and supporting others work. It involves creating a positive working environment for others, helping others find effective ways of responding to upsetting events and effectively helping people resolve issues that are affecting their

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performance. This skill helps people create a productive environment for others. Positive Influence equips you with the capacity to encourage colleagues to cooperate and work effectively together. The Genos Emotional Intelligence Assessments Genos emotional intelligence assessments measure how often individuals display emotionally intelligent workplace behaviour that underlie success. The Genos EI Enhancement Programs Our programs transfer cutting-edge content, assessments, frameworks, and tools into practical behavioural change that endures and has impact. The programs present a holistic approach to development by improving both foundational and functional skills for the modern workplace. Most of the material can be applied within and outside of the workplace. Genos can either deliver programs for you or train you in how to deliver them. All our programs come in Train-the-Trainer formats and are customisable. Our programs have been expertly designed, tested and shown to deliver tangible improvements in business outcomes. Integrating Emotional Intelligence into Selection and Talent Management Organisations using a holistic approach to integrating emotional intelligence into recruitment are using an EQ psychometric assessment to help identify candidates with high emotional intelligence in the initial screening. Then, to assess the short list, candidates are interviewed or then complete role-play based simulations. Successful candidates are then on-boarded, with an EI self-assessment to introduce them to expected behaviours within the workplace. Embedding into talent management and identification gives organisations the opportunity to benchmark their talent with the external market. The Genos assessment not only provides talent with a benchmark, but also a development opportunity. Our comprehensive two-day certification course explores the measurement and development of workplace EQ at an individual, group and organisational level. Outline of the Technical Manual There are a total of nine chapters in this technical manual. The manual begins Chapter 1: Introduction with a general introduction to emotional intelligence, although a review of the EI construct and corresponding EI literature is not provided, as other published sources can be found for such purposes. Instead, the introduction focuses upon introducing the principle topic of this manual: Chapter 2 Framework, Model and History is a more theoretical discussion about the framework within which the Genos EI Inventory is embedded and the seven-factor model that it measures. Some history of the Genos EI inventory is also provided. Chapter 3 Administering and Scoring provides elements for consideration when determining whether Genos EI is appropriate for administration. Chapter 5 Normative Sample describes in substantial detail the nature and descriptive statistical qualities associated with the Genos EI normative sample. Chapter 6 Reliability reports the internal consistency reliability and test-retest reliability associated with the Genos EI scale scores. Chapter 8 Nation Specific Norms and Analyses provides norms and some basic psychometric support i. America, Asia, and South Africa. Chapter 9 Concluding Comments provides an overall summary of the technical manual and ends with a conclusion that the Genos EI Inventory provides scores that are both reliable and valid indicators of emotional intelligence. Appendix B includes a detailed discussion on the nature of the validity indices Inconsistency, Inflation, and Deflation Indices , as well as some of their psychometric properties. The Genos Emotional Intelligence Research Papers We have an extensive list of published material and research papers on our assessments and development programs. These three research papers are our recommended starting places.

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## Chapter 2 : Conflict management - Wikipedia

*Individual behavior in organization. Human behavior is complex and every individual is different from another, the challenge of an effective organization is in successfully matching the task, the manager and the subordinate.*

The Next Generation of Emotional Intelligence Recent research has led to a newer-generation EQ model that emphasizes behavior—the outward actions that others notice and respond to and that create objective, measurable benefits. September 10, Lorri Freifeld By Dr. However, the early promises of EQ programs often have failed to meet expectations. While this is an important aspect of learning about EQ, other elements of personal effectiveness often have taken a back seat to interpersonal awareness. This is unfortunate for a couple of reasons. First, it is difficult to develop better emotional awareness. Second, and more to the point, emotional awareness is not related to better work performance. Recent research has led to a newer-generation EQ model that emphasizes behavior—the outward actions that others notice and respond to and that create objective, measurable benefits. Not only are behaviors related to work performance, but by learning and practicing these behaviors, individuals can increase their EQ—their emotional awareness and attitudes. This happens because our attitudes and thinking are heavily influenced by what we do—our behaviors. Recent research on neuroplasticity shows we can literally alter our brains and thinking processes through practicing new behaviors. By altering behavior, we alter our perceptions and attitudes. Practicing behavioral intelligence increases emotional intelligence. Another problem with earlier EQ models is that they contained a multitude of competencies. Such models can be overwhelming, since the implicit message is that people should be effective at all these skills. But we can improve on a limited number of behavioral skills, and this will heavily influence effectiveness. The newer model of behavioral intelligence is focused on behaviors that research has shown matter the most at work. These behaviors have a measurable impact on effectiveness, above and beyond emotional intelligence abilities. The good news is that behavioral intelligence skills can be learned and developed much more easily than emotional intelligence. In fact, the best way to improve effectiveness is by practicing only one single new behavior at a time. So, if a person decides to work on influencing others, others begin to respond to that person differently, and they also will perceive that coworker as more creative or optimistic, for instance. Initially, training in behavioral intelligence is useful to help people understand the concepts and gain strategies for the specific actions they can take every day in light of their particular work context. The primary goal is to give people a clear idea of where they should focus and a concrete, manageable plan for doing this. For a supervisor, for instance, it can be as simple as giving a daily compliment to one of her employees. This seemingly insignificant act can measurably enhance perceptions of her optimism, which leads to a more engaging and productive work environment. The key is to pick one behavior and practice it consistently for one month. Research shows that when this simple strategy is followed, people realize lasting change and benefits. It is simply a matter of making small changes in daily habits. Despite mixed findings on its effectiveness, emotional intelligence can benefit individuals and organizations, but the most effective way to ensure that this happens is by developing behavioral intelligence. By developing a small set of behaviors that are related to workplace performance, individuals will simultaneously increase their emotional awareness and ability to interact effectively with others. This, in turn, will enhance productivity and engagement and reduce unproductive conflict.

## Chapter 3 : Individual Behavior in Organization

*emotional intelligence coaching, psychology, coaching, emotional management, emotions in the workplace, coaching research, behavior change model, change.*

What everyone needs to know. When emotional intelligence first appeared to the masses in , it served as the missing link in a peculiar finding: This anomaly threw a massive wrench into what many people had always assumed was the sole source of success—IQ. Decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up under two primary competencies: Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies. Self-Awareness is your ability to accurately perceive your emotions and stay aware of them as they happen. Self-Management is your ability to use awareness of your emotions to stay flexible and positively direct your behavior. Social-Awareness is your ability to accurately pick up on emotions in other people and understand what is really going on. Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect. Emotional intelligence, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Personality is the final piece of the puzzle. Personality is the result of hard-wired preferences, such as the inclination toward introversion or extroversion. IQ, emotional intelligence, and personality each cover unique ground and help to explain what makes a person tick. Emotional Intelligence Is Linked to Performance. How much of an impact does emotional intelligence have on your professional success? The short answer is: Your emotional intelligence is the foundation for a host of critical skills—it impacts most everything you say and do each day. You can be a top performer without emotional intelligence, but the chances are slim. These findings hold true for people in all industries, at all levels, in every region of the world. Emotional Intelligence Can Be Developed. The pathway for emotional intelligence starts in the brain, at the spinal cord. Your primary senses enter here and must travel to the front of your brain before you can think rationally about your experience. However, first they travel through the limbic system, the place where emotions are generated. So, we have an emotional reaction to events before our rational mind is able to engage. Emotional intelligence requires effective communication between the rational and emotional centers of the brain. Your brain grows new connections as you learn new skills. The change is gradual, as your brain cells develop new connections to speed the efficiency of new skills acquired. A single cell can grow 15, connections with its neighbors. Once you train your brain by repeatedly using new emotional intelligence strategies, emotionally intelligent behaviors become habits.

## Chapter 4 : Coaching: How to Manage Emotions in the Workplace

*Emotional intelligence can best be described as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.*

The first problem is that the early searchers after traits often assumed that there was a definite set of characteristics that made a leader "whatever the situation. In other words, they thought the same traits would work on a battlefield and in the staff room of a school. They minimized the impact of the situation Sadler They, and later writers, also tended to mix some very different qualities. Like other lists of this nature it is quite long " so what happens when someone has some but not all of the qualities? More recently people have tried looking at what combinations of traits might be good for a particular situation. There is some mileage in this. It appears possible to link clusters of personality traits to success in different situations, as Stogdill has subsequently suggested Wright Wright goes on to explore modern trait theories in a separate chapter " However, it remains an inexact science! When men and women are asked about each others characteristics and leadership qualities, some significant patterns emerge. Both tend to have difficulties in seeing women as leaders. The attributes associated with leadership on these lists are often viewed as male. However, whether the characteristics of leaders can be gendered is questionable. If it is next to impossible to make a list of leadership traits that stands up to questioning, then the same certainly applies to lists of gender specific leadership traits! Behaviours As the early researchers ran out of steam in their search for traits, they turned to what leaders did " how they behaved especially towards followers. They moved from leaders to leadership " and this became the dominant way of approaching leadership within organizations in the s and early s. Different patterns of behaviour were grouped together and labelled as styles. Despite different names, the basic ideas were very similar. The four main styles that appear are: Here leaders emphasize the achievement of concrete objectives. They look for high levels of productivity, and ways to organize people and activities in order to meet those objectives. In this style, leaders look upon their followers as people " their needs, interests, problems, development and so on. They are not simply units of production or means to an end. This style is characterized by leaders taking decisions for others " and expecting followers or subordinates to follow instructions. Here leaders try to share decision-making with others. If you have been on a teamwork or leadership development course then it is likely you will have come across some variant of this in an exercise or discussion. Many of the early writers that looked to participative and people-centred leadership, argued that it brought about greater satisfaction amongst followers subordinates. There were lots of differences and inconsistencies between studies. It was difficult to say style of leadership was significant in enabling one group to work better than another. Perhaps the main problem, though, was one shared with those who looked for traits Wright The researchers did not look properly at the context or setting in which the style was used. Is it possible that the same style would work as well in a gang or group of friends, and in a hospital emergency room? The styles that leaders can adopt are far more affected by those they are working with, and the environment they are operating within, than had been originally thought. Situations Researchers began to turn to the contexts in which leadership is exercised " and the idea that what is needed changes from situation to situation. Some looked to the processes by which leaders emerge in different circumstances " for example at moments of great crisis or where there is a vacuum. Others turned to the ways in which leaders and followers viewed each other in various contexts " for example in the army, political parties and in companies. The most extreme view was that just about everything was determined by the context. But most writers did not take this route. They brought the idea of style with them, believing that the style needed would change with the situation. Another way of putting this is that particular contexts would demand particular forms of leadership. This placed a premium on people who were able to develop an ability to work in different ways, and could change their style to suit the situation. What began to develop was a contingency approach.

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The central idea was that effective leadership was dependent on a mix of factors. For example, Fred E. Fiedler argued that effectiveness depends on two interacting factors: Three things are important here: The relationship between the leaders and followers. If leaders are liked and respected they are more likely to have the support of others. The structure of the task. If the task is clearly spelled out as to goals, methods and standards of performance then it is more likely that leaders will be able to exert influence. If an organization or group confers powers on the leader for the purpose of getting the job done, then this may well increase the influence of the leader. Fiedler and Garcia See, also, Fiedler Models like this can help us to think about what we are doing in different situations. For example, we may be more directive where a quick response is needed, and where people are used to being told what to do, rather than having to work at it themselves. Hersey and Blanchard on leadership style and situation Hersey and Blanchard identified four different leadership styles that could be drawn upon to deal with contrasting situations: This style or approach is characterized by giving a great deal of direction to subordinates and by giving considerable attention to defining roles and goals. The style was recommended for dealing with new staff, or where the work was menial or repetitive, or where things had to be completed within a short time span. Here decision-making is shared between leaders and followers – the main role of the leader being to facilitate and communicate. The leader still identifies the problem or issue, but the responsibility for carrying out the response is given to followers. It entails having a high degree of competence and maturity people know what to do, and are motivated to do it. Aside from their very general nature, there are some issues with such models. First, much that has been written has a North American bias. There is a lot of evidence to suggest cultural factors influence the way that people carry out, and respond to, different leadership styles. For example, some cultures are more individualistic, or value family as against bureaucratic models, or have very different expectations about how people address and talk with each other. All this impacts on the choice of style and approach. Second, as we saw earlier, there may be different patterns of leadership linked with men and women. Some have argued that women may have leadership styles that are more nurturing, caring and sensitive. They look more to relationships. Men are said to look to task. However, there is a lot of debate about this. We can find plenty of examples of nurturing men and task-oriented women. Any contrasts between the style of men and women may be down to the situation. In management, for example, women are more likely to be in positions of authority in people-oriented sectors – so this aspect of style is likely to be emphasized. Third, as Bolman and Deal Transformations Burns argued that it was possible to distinguish between transactional and transforming leaders. In other words, the leader is seen as a change agent. Transactional and transformational leadership Transactional The transactional leader: Recognizes what it is that we want to get from work and tries to ensure that we get it if our performance merits it. Exchanges rewards and promises for our effort. Is responsive to our immediate self interests if they can be met by getting the work done. Transformational The transformational leader: Raises our level of awareness, our level of consciousness about the significance and value of designated outcomes, and ways of reaching them. Gets us transcend our own self-interest for the sake of the team, organization or larger polity. Alters our need level after Maslow and expands our range of wants and needs. Based on Bass – Wright Instead, he suggests we should be looking at the way in which transactional forms can be drawn upon and transformed. The resulting transformational leadership is said to be necessary because of the more sophisticated demands made of leaders. He goes on to identify three broad bodies of writers in this orientation. The leader as a catalyst of change e. The leader as strategic visionary e. Peter Senge The dividing lines between these is a matter for some debate; the sophistication of the analysis offered by different writers variable; and some of the writers may not recognize their placement but there would appear to be a body of material that can be labelled transformational. There is strong emphasis in the contemporary literature of management leadership on charismatic and related forms of leadership. However, whether there is a solid body of evidence to support its effectiveness is an open question. We will return to some questions around charisma later – but first we need to briefly examine the nature of authority in organizations and the relationship to leadership. Authority Frequently we confuse leadership with authority. Authority is often seen

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as the possession of powers based on formal role. In organizations, for example, we tend to focus on the manager or officer. They are seen as people who have the right to direct us.

## Chapter 5 : Emotional intelligence and organizational effectiveness

*examine dimensions of emotional intelligence, and its impact on leadership and creative decision-making, while trying to encourage the Board of Executives for using more innovative decisions concerning human resource management.*

Conflict resolution[ edit ] Conflict resolution involves the reduction, elimination, or termination of all forms and types of conflict. Five styles for conflict management, as identified by Thomas and Kilmann, are: That is the aim of conflict management, and not the aim of conflict resolution. Conflict management minimizes the negative outcomes of conflict and promotes the positive outcomes of conflict with the goal of improving learning in an organization. Party-directed mediation PDM is a mediation approach particularly suited for disputes between co-workers, colleagues or peers, especially deep-seated interpersonal conflict, multicultural or multiethnic disputes. The mediator listens to each party separately in a pre-caucus or pre-mediation before ever bringing them into a joint session. Part of the pre-caucus also includes coaching and role plays. The idea is that the parties learn how to converse directly with their adversary in the joint session. Some unique challenges arise when organizational disputes involve supervisors and subordinates. The Negotiated Performance Appraisal NPA is a tool for improving communication between supervisors and subordinates and is particularly useful as an alternate mediation model because it preserves the hierarchical power of supervisors while encouraging dialogue and dealing with differences in opinion. The lose-lose orientation is a type of conflict that tends to end negatively for all parties involved. A win-lose orientation results in one victorious party, usually at the expense of the other. The win-win orientation is one of the most essential concepts to conflict resolution. A win-win solution arrived at by integrative bargaining may be close to optimal for both parties. This approach engages in a cooperative approach rather than a competitive one. Individuals tend to generalize from their objective win-lose situations and apply these experiences to situations that are not objectively fixed-pies ". When the win-win orientation is absent in negotiation, different responses to conflict may be observed. In the s and s, researchers began using the intentions of the parties involved to classify the styles of conflict management that they included in their models. Both Thomas and Pruitt put forth a model based on the concerns of the parties involved in the conflict. Pruitt argues that problem-solving is the preferred method when seeking mutually beneficial options win-win. Distributive " Here conflict is approached as a distribution of a fixed amount of positive outcomes or resources, where one side will end up winning and the other losing, even if they do win some concessions. Integrative " Groups utilizing the integrative model see conflict as a chance to integrate the needs and concerns of both groups and make the best outcome possible. This model has a heavier emphasis on compromise than the distributive model. Khun and Poole found that the integrative model resulted in consistently better task related outcomes than those using the distributive model. They argued that all other styles have inherent in them into two dimensions: High activeness is characterized by openly discussing differences of opinion while fully going after their own interest. High agreeableness is characterized by attempting to satisfy all parties involved. In the study DeChurch and Marks conducted to validate this division, activeness did not have a significant effect on the effectiveness of conflict resolution, but the agreeableness of the conflict management style, whatever it was, did have a positive impact on how groups felt about the way the conflict was managed, regardless of the outcome. In a similar vein, rather than creating a very specific model of conflict management, Rahim created a meta-model in much the same way that DeChurch and Marks, , created a meta-taxonomy for conflict styles based on two dimensions, concern for self and concern for others. Within this framework are five management approaches: Integration involves openness, exchanging information, looking for alternatives, and examining differences so solve the problem in a manner that is acceptable to both parties. Obliging is associated with attempting to minimize the differences and highlight the commonalities to satisfy the concern of the other party. Dominating in this style one party goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party. Avoiding here a party fails to satisfy his or her own concern as

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well as the concern of the other party. Compromising involves give-and-take whereby both parties give up something to make a mutually acceptable decision. In addition to the everyday sources of conflict, "misunderstandings, and from this counterproductive, pseudo conflicts, arise when members of one culture are unable to understand culturally determined differences in communication practices, traditions, and thought processing". Renner recounted several episodes where managers from developed countries moved to less developed countries to resolve conflicts within the company and met with little success due to their failure to adapt to the conflict management styles of the local culture. If a party operating from a harmony model comes in conflict with a party using a more confrontational model, misunderstandings above and beyond those generated by the conflict itself will arise. International conflict management, and the cultural issues associated with it, is one of the primary areas of research in the field at the time, as existing research is insufficient to deal with the ever-increasing contact occurring between international entities. The subject warrants emphasis on enabling students to deal with conflict management. Good communication skills allow the manager to accomplish interpersonal situations and conflict. Instead of focusing on conflict as a behavior issue, focus on the communication of it. These skills also teach that relational and procedural conflict needs a high degree of immediacy to resolution. If these two conflicts are not dealt with quickly, an employee will become dissatisfied or perform poorly. One option is to identify the skills needed in-house, but if the skills for creating workplace fairness are already lacking, it may be best to seek assistance from an outside organization, such as a developmental assessment center. According to Rupp, Baldwin, and Bashur, these organizations "have become a popular means for providing coaching, feedback, and experiential learning opportunities". These organizations teach competencies and what they mean. Multiple observers assess and record what skills are being used and then return this feedback to the participant. After this assessment, participants are then given another set of simulations to utilize the skills learned. Once again they receive additional feedback from observers, in hopes that the learning can be used in their workplace. The feedback the participant receives is detailed, behaviorally specific, and high quality. This is needed for the participant to learn how to change their behavior. Once an assessment program is utilized, action plans may be developed based on quantitative and qualitative data. Although few organizations can afford the luxury of having professional counselors on the staff, given some training, managers may be able to perform this function. Nondirective counseling, or "listening with understanding", is little more than being a good listener "something every manager should be. The nondirective approach is one effective way for managers to deal with frustrated subordinates and co-workers. No one has ever been harmed by being listened to sympathetically and understandingly. On the contrary, this approach has helped many people to cope with problems that were interfering with their effectiveness on the job.

## Chapter 6 : Critical Thinking and Emotional Intelligence

*competencies, skills and facilitators that impact intelligent behavior, measured by self-report (a, b) within a potentially expandable multi-modal approach including interview and multi-rater assessment (Bar-On & Handley, a, b). Emotional intelligence does not fit.*

In reality, a manager has to use the existing resources for a given task, and must have the ability to understand the differences in individual behaviors and use them appropriately to increase the synergy. In order to understand individual behavior and personalities, it is important to understand the basics of human cognition. Integrated human behavior model I have formulated an abstract model of human behavior which explains the process that produces the individual differences. Cognition is the thought process in humans that describes how the information we constantly acquire is transformed, stored and used as knowledge in future decision making. It includes a wide range of mental processes like visual imagery, language, problem solving, decision making etc. The brain receives the stimuli from the external environment through the sense, which is immediately registered in our sensory memory, which is large but keeps the information for few seconds only. The observation process tries to match the information in the sensory memory with the previous knowledge and creates a perception of the stimuli, thereby abstracting useful information from the sensory memory. This abstracted information then passes to the short-term memory or the working memory, which also caches the related knowledge from the long-term memory. The short-term memory has slightly longer latency than the sensory memory, it is needed only till the reaction of the stimuli. The long term memory has enormous capacity and is the primary knowledge base. The other two important parameters are the desired outcome and the required response time to the stimuli. At the center of the analytical mind is a myriad of cognitive processes that operate sequentially or in parallel, in complex permutations in order to satisfy these primary constraints. The consequence of this entire cognitive activity is a response to the environmental stimuli, which is the observed as the behavior of the individual. Finally, the resulting behavior is feed backed into the memory; it modifies the existing perceptual knowledge, seeds a new one or the stimuli and its response is simply ignored

**Dimensions of cognitive psychology**

The cognition can be characterized by considering the process itself and its robustness. At a higher level of abstraction, the thinking can be characterized as rational or emotional, while its robustness is determined by its stability.

**Rational Vs Emotional Thinking**

Rational thinking is a response based on process of logical reasoning; it involves some form of mathematical or statistical knowledge where the process has implicit proof of its validity. Attribution is one of the rational processes that involve determining the reason or cause of an observed behavior. Emotional thinking is a response based on how a person feels about the object in question. Neurologically, emotions follow a short cut pathway to limbic response, bypassing the other cognitive thought processes. It can be considered as most primitive response when dealing with incomplete and uncertain sensory data. However, emotions have considerable influence on decision making and other cognitive processes even with existence of alternate rational reasons.

**Stable Vs Evolving Experiences**

Every stimuli creates a response which is stored in the long-term memory, repetition of the same stimuli over a period of time, hard wires the response. These patterns of stimuli and response form a stable section of our cognitive processes, thus as the person ages, more and more responses get hard-wired. On the other hand, stimuli that have little or no previously recorded responses are in the evolutionary stage, the response might change depending upon the cumulative degree of success of the previous responses. In the organizational social system, the relationship between manager and the employees is not unidirectional but bidirectional. If this bi-directional process is successful, it would create a behavioral congruence between manager and subordinate and would be a positive outcome. Otherwise it would lead to dissatisfaction and frustration for both of them and would eventually lead to end of their relationship through job termination. The subordinate will have a perception of his own job and non-work responsibilities and an expectation of how his manager would perceive the same. Due to identification of this

bi-directional relationship, the following discussion is adapted to reflect this concern. Factors Influencing Individual Behavior Abilities Abilities of a person are the natural or learnt traits. Abilities can be classified into mental and physical abilities and different task requires different level of the two. Physical abilities include muscular strength, stamina, body coordination and motor skills. Gender Although, research concludes that men and women are equal in their mental abilities and job performance, society does emphasize differences. However, absenteeism is one area where differences are found and can be attributed to being primary caregiver to children. Race Race and culture exert significant influence when both workplace and society have considerable diversity. Stereotyping and attributing behavior based on race and culture are common mistakes that influence individual behavior. It is important for both management and the staff of diverse workforce to learn about different cultures, their values, common artifacts and communication protocols. This would create a more comfortable corporate culture and would subdue behaviors that might be perceived as insensitive and offensive. Perception Perception is the basic cognitive process that transforms sensory stimuli into meaningful information. Most real life problems are multidimensional and the rational approach is often entwined with the gut feeling, resulting in individual perception. This quells the famous notion that reality is objective and thus everyone must perceive it the same way. Both managers and subordinates must recognize that perceptual differences exist and often are the reason for mutual dissatisfaction. It is categorization of individuals on basis of single attribute, it ends up creating a generalized and simplified belief that do not take into account other significant characteristics. Age, race and sex are the three most common basis of stereotyping; not only they are unethical but can cost missing resources. In general, stereotyping leads to decisions that are based on inaccurate data that can result in unfair performance evaluations, job design or promotion. It is the process of selecting only the information that supports our pre-existing belief system, thereby eliminating the discomfoting information. Both stereotyping and selective perception can be beneficial only by chance since they are based on partial information. The specific situations in which they can be positively exploited cannot be used as reliable methods. Attribution based on personality is due to internal causes and is termed as dispositional attribution. It includes personality traits like shyness, arrogance, intelligence, etc. Attribution based on external influences and situations that are outside the control of individual are termed as situational attribution. The basic attribution framework uses three criteria mentioned below. It is the extent to which other people in the same situation might respond similarly. When behavior is attributed to consensus, the individual is not rewarded or penalized due his personality. If the person behaves the same way in seemingly different situations, then his behavior will be attributed to his personality. It is the measure of the frequency of the observed behavior, how often does the behavior occurs? High consistency is linked to dispositional attribution while low consistency is linked to situational attribution. It is experienced as a quick response to a familiar situation without any deep reasoning; it forms the basis of biases and attribution errors. As an example, an individual who has worked in various organizations might develop an attitude of indifference towards organizational citizenship. Personality Personality is the relatively stable set of psychological attributes that distinguishes one individual from another.

## Chapter 7 : About Emotional Intelligence - TalentSmart

*trait-behavioral model of leadership effectiveness and then examining the relative validity of leader traits (gender, intelligence, personality) and behaviors (transformational-transactional, initiat-*

Our emotional mind will harness the rational mind to its purposes, for our feelings and reactionsâ€”rationalizationsâ€”justifying them in terms of the present moment, without realizing the influence of our emotional memory. However, EI was always a part of holistic definition of intelligence. Interpersonal intelligence is the ability to understand the perception and desires of other people whereas in intrapersonal intelligence, it is the capability to control and understand oneself. This ability helps in building effective work environment. It defines EI as an array of skills and characteristics that drive leadership performance, as proposed by Goleman. For them, EI concerned the way in which an individual processes information about emotion and emotional responses. These findings pointed to different ways in which competencies such as empathy, learned optimism, and self-control contributed to important outcomes in the family, the workplace, and other life arenas. Recently, EI has been noted to be implied across the workplace having an essential component in determining the leadership effectiveness mainly when leaders are dealing with teams in the workplace. The application of EI gained significance when Goleman[ 8 ] with his research in this area emphasized its role in organizations and also showed increasing attention on EI. Overall EI leaders inspire team members to work efficiently in order to achieve organizational goal. There had been lack of study on relations between EI and its positive impact on the corporate world. Trait model of EI incorporates factors of personality into an overall construct, which includes variables such as empathy and well-being. The self-appraisal in the service industry is always necessitated as there is high amount of interaction with customers in service jobs. Finally, UOE refers to the ability of individuals to utilize their emotions by aligning emotions with productive activities. Creating positive emotions and having expectations are an integral component of customer care. Studies have found the impact of leader on the behavior of employees. The Figure 1 illustrates organizational factors that are interrelated. Each of these factors influences emotional intelligence. At the same time, the HR functions of recruitment and selection, training and development, and management performance have a strong impact on leadership. The leadership has a direct influence on the extent to which HR functions are effective in helping to increase the EI of organizational members. The high level of EI helps in identifying talents, delegation of roles accordingly and resolving the conflict amicably. The review of literature revealed mechanisms of EI and its synthesis with leadership.

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## Chapter 8 : Emotional Intelligence (EI) Model | Genos International

*Power distance: It is defined as degree of employee and management behaviour that have been based upon perfect relationship between formal and informal set of planning action. Individualism: In this dimension difference between organization interest and self interest have perfectly.*

Intelligent Emotion Management by Coaching: In fact a great deal of leadership is actually about emotion management. Our sense of organizational identity is connected to how we feel. Emotions are also essential to inspirational leadership. However, emotions can harm employees, affect how they react to pressures and be the cause of low productivity and poor results. Today, through the use of cutting-edge behavioral change models and techniques, negative emotions can be reframed to become a positive force to produce lasting beneficial results. Some recent research even suggests that all decisions are emotionally based, and that logic is used to provide a rational explanation for whatever decision is taken. It is important to distinguish between moods and emotions. Emotional management skills are necessary to reach an optimum productive state. Current research shows that by acquiring emotional management skills and techniques managers and leaders can more readily create positive and productive results in every aspect of their lives. Emotional responsibility and Emotional leadership. So how does management expect their employees to manage their emotions in the workplace? According to the latest research management and many employees do not want their co-workers to express any type of strong emotion -- positive or negative. Positive emotions are also needed to be expressed in moderation, according to those surveyed. Emotion management is not something that is typically taught at work. As such, to learn what is and is not appropriate, most employees learn to manage their emotions by observing others in the workplace. Some aspects of Emotion that People Developers need to understand: Perception and defence mechanisms at work: Many managers with strong technical skills and low "people skills" get promoted regardless of this deficit. These professionals can make poor managers unless they are held accountable for their behavior and are provided behavior-based coaching on how to prevent or deal with their emotional issues. In an Emotion-focused coaching approach emotion is seen as foundational in the construction of the self and is a key determinant of self-organization. Personal meaning and growth can be achieved through the exploration and re-organization of our emotional experiences. The Certified Master Coach Course -elite training in the use of evidence-based psychological methodologies: This is rarely taught..

## Chapter 9 : Emotional Intelligence and Self-Management

*Aside from their very general nature, there are some issues with such models. First, much that has been written has a North American bias. There is a lot of evidence to suggest cultural factors influence the way that people carry out, and respond to, different leadership styles.*

The flow chart suggests that there are four basic phases to the training process. The first occurs even before the individual begins formal training. This initial phase, which is crucial for effective social and emotional learning, involves preparation for change. This preparation occurs at both the organizational and individual levels. The second phase, training, covers the change process itself. It includes the processes that help people change the way in which they view the world and deal with its social and emotional demands. The third phase, transfer and maintenance, addresses what happens following the formal training experience. The final phase involves evaluation. Given the current state of knowledge about social and emotional learning, the complexity of programs designed to promote such learning and the great unevenness in the effectiveness of existing programs, evaluation always should be part of the process. Preparation for Change Motivation is especially important in social and emotional learning 8. Such learning can be challenging for adults who already have established a way of relating to themselves and others, and people need to be strongly committed to the change process for an extended period of time. The first set of guidelines addresses this question. Good training begins with a needs assessment 9. For social and emotional training, there are two particular challenges that must be addressed at this point in the process. First, many people in the organization will be skeptical about the link between emotional intelligence and the bottom line. A systematic and rigorous study can help show that such a link exists. For instance, in one large financial services company, there was considerable skepticism about the value of training in "emotional competence" until top executives saw the results of a study showing that financial advisors who coped better with the emotional aspects of work with clients sold more life insurance policies. Once they saw the connection between this particular type of emotional competence and the bottom line, the executives encouraged advisors to participate in an emotional competence training program. The second challenge in applying this guideline to social and emotional training efforts is to identify all of the particular competencies that are important for success. Sometimes it is easy to miss crucial ones. Because airlines are similar in price structure, a competitive advantage depends particularly on how well passengers are treated by airline personnel. As a result, the way in which flight attendants handled passengers became the focus for training efforts. Research then indicated that superior performers had two types of competencies: However, two other competencies, self-awareness and empathy, help support the self-management and interpersonal competencies. So the training program also needed to include these. Only a careful assessment of the work situation, informed by an understanding of the nature of emotional competence, enabled the consultant to identify both the surface-level and deeper competencies that affected performance. Assess Personal Strengths and Limits. Two challenges confront those who wish to assess the social and emotional competence of individuals. First, people usually are less aware of skill weaknesses in the social and emotional domains They may realize, for example, that the interpersonal aspects of leading a work group are difficult and frustrating. But they may not be able to pinpoint the emotional skills they need in order to improve their functioning in this area. They are probably even less aware of the underlying attitudes and ways of thinking that get them into trouble, or how those ways of thinking trigger complex emotional response patterns that impede their effectiveness in dealing with difficult employees, customers, or coworkers. Second, these competencies are manifested primarily in social interaction. Therefore, the best approach usually involves ratings by those who interact with the person. However, the beliefs, motives, and feelings of the rater influence ratings of social and emotional competence. The best assessment approach for initiating social and emotional learning thus is usually based on multiple ratings conducted from multiple perspectives, such as degree assessments that include boss, peer, and subordinate ratings When not managed well, it can create

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resistance rather than readiness. In the most effective development programs, the participants are helped to review these ratings and then use them to identify the competencies that should be the focus of training efforts. Ultimately, however, the motivating power of an assessment is affected by how credible it is to the learners. The trainees need to have faith in the assessment method. Provide Feedback with Care. Motivation for change can be enhanced when people are given feedback on the assessment results. However, there are many pitfalls in giving people feedback on their social competence. It is one thing, for example, to be told that you need to work on the back-swing of your chip shot in golf, but it is quite another to be told that you need to handle stress better. If the feedback is not provided with sensitivity and skill, people often become defensive. People are more likely to respond positively to feedback when they trust and respect the person who gives it. People also are more likely to be motivated to change when they believe that the feedback is constructive and accurate. People also need sufficient time to think about the information and its implications. And in social and emotional development efforts, it is especially important that the feedback occur in an atmosphere of safety. The understood purpose of the feedback also affects its motivational and emotional impact. On the other hand, when it is used for development purposes and the person giving the feedback is viewed as a disinterested individual whose motivation is to help, then the consequences tend to be much more positive. For instance, in a large computer software company, an executive development specialist provides the individual with the results of a degree assessment strictly in confidence, one-to-one. No copies of the results are kept. The feedback is used only as a development tool. People generally are more motivated to change when they freely choose to do so. In social and emotional training, however, choice is particularly important. Because these competencies are so close to the essence of what makes us the people we are, it is better if we are free to choose whether or not to engage in such training. It also is better if the choice is real. If trainees are given a choice but not assigned to the training they initially chose, they will be less motivated to learn than those who were given no choice. The words and actions of supervisors are especially important. Trainees are more willing to participate in development activity if their supervisors indicate that they support it. In a large financial services company, a training program in emotional competence was popular in part because several regional vice presidents encouraged their management groups to participate and then attended the program with them. The same has been true for "crew resource management training," a program that teaches airline crews the social and emotional skills that help them to work better as a team. When senior management has demonstrated a real commitment to this program by providing intensive and recurrent training, there has been greater acceptance of it among the crews. Acceptance also has increased when check airmen and instructors emphasize concepts from the training during other training and checking. Link Learning Goals to Personal Values. People will be most motivated to learn and change if they believe that doing so will help them achieve goals that they value. For instance, in teaching airline crews how to work better in the cockpit as a team, it usually is more effective to teach them "how to get a team off to a good start," and "how to address conflicts among members constructively," rather than to teach them about "behavioral styles." Often the most salient personal values will be work-related, but they need not be. Trying to motivate learners by showing them that training will contribute to career success will be difficult if success is unimportant to them. Fortunately, other incentives for social and emotional learning are not difficult to find. In one popular emotional competence program, many participants reported that the skills they learned were as valuable in managing relationships at home as they were at work. Expectations about performance can become self-fulfilling prophecies. People who are confident that they can succeed in a training program will tend to be more motivated and, not surprisingly, more successful. Unfortunately, in the case of social and emotional learning, many people are skeptical that emotional intelligence can be improved. And people who find social and emotional problems challenging will be particularly dubious about their ability to improve. To maximize motivation, learners need to believe not only that greater emotional competence will lead to valued outcomes, but also that it can be improved. Furthermore, they need to have a realistic expectation of what the training process will involve. For instance, in the JOBS program, an award-winning program designed to help unemployed workers to overcome

discouragement and find new jobs, the participants observe the trainers engage in a role-play of a job interview. The trainers intentionally make several mistakes during the role-play. The participants see how useful the suggestions are, and the trainers point out that the participants have demonstrated that they already know most of what the experts know about how to do a job interview well. Research on a wide variety of behavior change programs suggests that people go through several stages of readiness for change before they are ready to make a true commitment. In the first stage, they deny that they have any need for change. In the next stage, people begin to see that they need to improve, but they are not sure that anything can be done about their problems and they put off making a decision. In the third stage, the individual recognizes that there is a problem and also that there are ways of dealing with it, but the person has not made a concrete plan to act. It is not until the fourth stage that the person is ready to act. People at this stage have a concrete plan, and they put it into action. Before training begins or toward the beginning, the training staff should, ideally, assess the readiness stage of each potential participant. They then would design an appropriate intervention based on that assessment, which will differ for people at each stage of readiness. Training In social and emotional learning, motivation continues to be an important issue during the training phase. One of the most important factors influencing motivation during the training phase is the relationship between the trainer and the learner. In social and emotional learning, the relationship between the trainer and learner is critically important. For instance, in a program designed to teach people to be more assertive, the participants were less likely to drop out and showed more positive change at the end of the program if they had a positive relationship with the trainer. Several studies have suggested that trainers who are empathic, warm, and genuine “which are, of course, attributes of emotional intelligence” develop more positive relationships with participants in behavior change programs, and they are more likely to be successful. Trainers who use a directive-confrontational style only succeed in making participants more resistant. In the JOBS program, the trainers work to develop a trusting relationship with the participants by engaging in a moderate degree of self-disclosure. For instance, the trainers talk about their own experiences in coping with job loss, emphasizing the normal experiences of self-doubt, encounters with barriers and setbacks, persistence in the face of these barriers, and ultimate success. This self-disclosure encourages the participants to identify with and admire the trainers, which facilitates social and emotional learning. People are more likely to develop emotional competence when they decide which competencies to work on and set their own goals. For instance, in one stress management program, the participants were taught a variety of approaches to relaxation.